OOPERATION

Blue book

in the Americas

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Committee on Scientific
and Cultural Cooperation
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Assistant Secretary of State for Public Affairs

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- Extension Service
- Soil Conservation Service
- Agricultural Research Administration
- Rural Electrification Administration
- Forest Service

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Background

The Interdepartmental Committee on Scientific and Cultural Cooperation was created by the President in May 1938. For many years the governments of the United States and the other American republics had been meeting and working together on problems of mutual interest to their peoples. The strengthening ties in the foreign affairs of these peoples and their governments had found expression in many conferences, resolutions, treaties, and inter-American organizations. At the Inter-American Conference for the Maintenance of Peace in Buenos Aires in 1936 and again at the Eighth International Conference of American States in Lima in 1938, the 21 American republics formally declared their desire for increasing the interchange of scientific, technical, cultural, and educational knowledge and skills among their peoples.

The first Interdepartmental Committee of 13 Federal agencies was created in 1938 under the chairmanship of the Under Secretary of State. It reported to the President in November 1938 that "As a result of its extensive studies, the Committee is of the opinion that there is a wide range of activity in which the Government of the United States is in a position to cooperate with the other American republics for their mutual advantage." The report further stated: "The Committee believes it desirable to indicate that its discussions were based on the premise that the republics of the New World have the same aspirations; that the welfare of the community of American nations demands their increasingly close and friendly association, and that through a program of practical, reciprocal cooperation the fulfillment of our common

American ideals can be brought appreciably closer to achievement. . . . If this premise is correct, and your Committee is profoundly convinced that it is, then the program outlined in the following pages is merely a point of departure in the direction of an increasingly vigorous and affirmative relationship between the republics of this hemisphere, a relationship founded on voluntary cooperation among partners living as friendly neighbors in an American world."

The Congress acted to have the United States adhere to the Buenos Aires and Lima conventions and to have their purposes carried into effect. An act authorizing the temporary detail of officials of the United States Government possessing special experience and knowledge to governments of the American republics, Liberia, and the Philippines was approved on May 25, 1938, followed by the amended act of May 3, 1939.[1] On August 9, 1939, the Congress passed Public Law 355, which authorized the President to carry out the reciprocal undertakings and cooperative purposes of the Buenos Aires and Lima conventions.[2] In so doing, the services of the departments, agencies, and independent establishments of the Government were to be used. An Interdepartmental Committee was organized by the Department of State under the chairmanship of the Under Secretary of State. A secretariat was provided in the Department of State to assist the Committee in developing and carrying out its programs.

In the period since 1938, the program of the Interdepartmental Committee on Scientific and Cultural Cooperation has grown, gradually, as experience has shown the needs and the ways. The first budget was $370,500 in 1940. In the year July 1946 through June 1947 the Committee carried out a program budgeted at $5,375,000. Each year the various agencies participating in the overseas scientific- and cultural-exchange program work with the Department of State in planning their programs and preparing their budget requests, which are presented to the Bureau of the Budget and the Congress by the Department of State. From the total amount appropriated allocations of funds are made to the participating agencies for direct expenditure in carrying on their projects. Thus a real and close relationship with United States foreign policy is assured while at the same time the specialized knowledge and resources of Federal agencies are brought to bear

[1] For text of Public Law 63, 76th Cong., 1st sess., see annexes, p. 103.

[2] Annexes, p. 105.

directly in carrying out this aspect of United States foreign policy. Staff and activities of agencies conducting projects in other countries are under the general direction of the United States ambassadors.

The Interdepartmental Committee conforms to these principles in carrying on its activities:

(1) The programs carry into effect United States foreign policies and are periodically adjusted in accordance with varying emphases in those foreign policies;

(2) The over-all program has sufficient numbers of projects in economic, scientific, and intellectual fields to result in a well-rounded, cooperative plan of action which will reach people of all walks of life in the cooperating countries;

(3) Each project is cooperatively undertaken with the nations concerned;

(4) Projects of the Committee do not duplicate but may supplement or reinforce policies, purposes, and programs of international organizations of which the United States is a member, such as the United Nations Educational, Scientific and Cultural Organization, the World Health Organization, and the Food and Agriculture Organization;

(5) It is the policy of the Committee to stimulate undertakings by private enterprise in its fields of endeavor and to encourage continuation of some of its projects by private enterprise when appropriate and possible;

(6) Projects for which the Congress has previously denied appropriations to an agency are not incorporated in the cooperative programs;

(7) Projects do not include activities which fall directly within the regular, authorized domestic functions of a department or agency; and

(8) The projects do not duplicate the functions of other organizations and agencies, public or private.

During 1946–1947 the Interdepartmental Committee on Scientific and Cultural Cooperation was composed of 25 Federal agencies, 15 of which participated by carrying on active programs in or with other countries. William Benton, Assistant Secretary of State for public affairs, was chairman during that year; Howland H. Sargeant, deputy to the Assistant Secretary of State for public affairs, was deputy chairman; and Dr. Raymund L. Zwemer was executive director for part of the year. Olcott H. Deming

is now the executive secretary. The Committee determines policies and programs mainly through an Executive Committee. Members of the Executive Committee during 1946–47 were Edgar B. Brossard (Tariff Commission), Hilary J. Deason (Department of the Interior), John E. Graf (Smithsonian Institution), Philip Kaiser (Department of Labor), J. Clayton Miller (Department of Commerce), Ross E. Moore (Department of Agriculture), and Thomas J. Woofter, Jr. (Federal Security Agency). Through its members the Executive Committee draws upon the knowledge, experience, and technical skills developed by the various Federal agencies over a long period of years. With these resources the Committee is able to plan and carry on a balanced program of cooperative exchanges and consultation in technical, scientific, educational, and cultural fields of knowledge. In many activities the participants are individuals from private organizations and institutions working temporarily under Government auspices.

The program of the Interdepartmental Committee on Scientific and Cultural Cooperation is long-range. It is a practical, realistic program of cooperative action through exchanges of information, skills, and knowledge which will assist in intellectual growth, in the spread of information and techniques, in the handling of social and economic problems, and in the increase of understanding among peoples. Its objective also is to strengthen inter-American political solidarity and to develop the economic and social well-being of the Americas. This objective is being approached with a clear realization that international problems and policies are rooted in national ideals, customs, traditions, and philosophies. The objective can be obtained only with mutual appreciation of these fundamentals and mutual respect for differences as well as similarities.

Programs of scientific, cultural, and educational interchange among the nations of the world are playing an increasingly important role in the national affairs of countries great and small. International organizations have been newly formed to increase these relations among peoples. The program of the Interdepartmental Committee on Scientific and Cultural Cooperation is part of the contribution of the United States toward achieving the broad purposes of such organizations. This is particularly true in relation to the declarations of the United Nations "to promote social progress and better standards of life in larger freedom, . . . to practice tolerance and live together in peace with one another

as good neighbors, . . . to unite our strength to maintain international peace and security, . . . and to employ international machinery for the promotion of the economic and social advancement of all peoples. . . ." [3]

The work of the Interdepartmental Committee is contributing to the fulfilment of article 55 of the United Nations Charter:

"With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, the United Nations shall promote:

a. higher standards of living, full employment, and conditions of economic and social progress and development;

b. solutions of international economic, social, health, and related problems; and international cultural and educational cooperation; and

c. universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion."

President Truman in his message to Congress asking for passage of the Inter-American Military Cooperation Act on May 23, 1947, stated:

"In executing this program it will be borne in mind, moreover, that it is the policy of this Government to encourage the establishment of sound economic conditions in the other American republics which will contribute to the improvement of living standards and the advancement of social and cultural welfare. Such conditions are a prerequisite to international peace and security."

The cooperative technical, scientific, economic, and social programs carried out by the Department of State through the Interdepartmental Committee on Scientific and Cultural Cooperation are directed toward this end.

On July 4, 1947, the President called upon the nations of the world to increase their efforts to maintain peace. Among the four requisites of peace he named "the free and full exchange of knowledge, ideas, and information among the peoples of the earth and maximum freedom in international travel and communication."

[3] From the preamble to the Charter of the United Nations.

A clear expression of the lasting purpose of the Interdepartmental Committee on Scientific and Cultural Cooperation was given in the early days of its development by the House Committee on Appropriations. The report of the House committee on the Department of State Appropriation Bill of 1942 stated:

". . . We are not in the business of buying good will. We are endeavoring to extend a helping hand to our neighbors to the south of us, in order that they may be in a better position on the strength of the facts that we present them, to make a fairer evaluation of us and have a better understanding of our ways, means, and methods of life. In turn our contacts with them cannot but serve to enrich our own knowledge of their problems and principles of life and pursuit of happiness.

. . . . . .

"The program is a straightforward American approach to learning more about our neighbors and having our neighbors know more about us. By this means we can and are making the good-neighbor policy something more than an empty word."

Cooperative scientific and technical projects

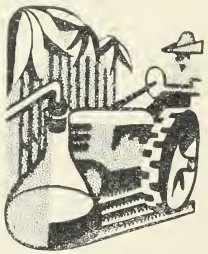
Through the Interdepartmental Committee on Scientific and Cultural Cooperation the United States collaborates with the other American republics in initiating and developing scientific and technical projects. These projects are of mutual interest to the United States and the other countries. The need for them is jointly assessed; the terms of agreement are jointly negotiated; the governments each contribute to maintenance of the work; and the benefits derived are of mutual advantage.

The United States lends experts to study and advise on scientific and technical problems, make recommendations for development and improvement, and work with officials and professional groups. The United States establishes and directs experimental stations, trains native personnel, and provides technical instruments and equipment. The other governments contribute land, buildings, construction, personnel, transportation, and other services to the support of these cooperative undertakings.

These projects are an exchange of knowledge and techniques which aid the economic, technical, and social development of the peoples of the American republics. They are part of the effort to build a stable, economically strong Western Hemisphere through mutual cooperation. The United States is today a vast storehouse of technical and scientific knowledge with well-developed methods for applying this knowledge to lift the level of economy of the country and the level of living of the people. Through the cooperative scientific and technical projects carried out under the direction of agency members of the Interdepartmental Committee this

technical knowledge is applied in some degree to the economic, social, and living problems of all the peoples of the American republics. Many of the projects are sources of information and data needed by the United States Government and by private and professional groups in the United States in their daily work and in their various researches. Often familiarity in other countries with American equipment and methods and training in American techniques result in an increase in business to American firms and an increase in the exchange of technical books and journals.

The scientific and technical projects of the Interdepartmental Committee on Scientific and Cultural Cooperation are cooperative undertakings which advance the mutual welfare of the peoples of the Americas and contribute to hemispheric understanding and unity.



Agricultural collaboration

The United States Department of Agriculture administers one of the largest technical collaboration programs under the Interdepartmental Committee on Scientific and Cultural Cooperation. The program for the development of crops complementary to the economy of the United States through cooperative agricultural stations and extension and training activities is administered by the Office of Foreign Agricultural Relations. Cooperative rubber projects for research, training, and demonstration work to stimulate small-farm rubber planting and production are ad-

ministered by the Bureau of Plant Industry, Soils, and Agricultural Engineering.

Encouraged by the technical collaboration and guidance of the United States Department of Agriculture, seven tropical American republics are now participating in the agricultural-station program. In addition six agricultural technical advisers were assigned to Colombia in 1947 under Public Law 63.[1] New land developments have been initiated by the cooperating governments, highways and airports constructed, colonists brought in, agricultural stations built, and schools and public-health facilities provided in order to facilitate technical collaboration in broad agricultural research and in extension and training programs. For example, in eastern Peru the standard of living and income of the growing population of the area served by the station are continuing to show marked increase, and the area being served by the station is being expanded as rapidly as new highways are opened and new settlers brought into the area.

Currently operating agricultural stations and rubber projects under the program of the Interdepartmental Committee on Scientific and Cultural Cooperation are as follows:

Brazil:	Instituto Agronômico do Norte at Belém.
Bolivia:	Cooperative agricultural stations at La Paz, Cochabamba, and Santa Cruz.
Colombia:	Villa Arteaga, rubber project in the Uruba region.
Cuba:	Santiago de las Vegas and Matanzas, fiber projects.
Costa Rica:	Turrialba; Los Diamantes, near Guapiles (central rubber research center for Latin America).
Dominican Republic:	Piedra Blanca (rubber project).
Ecuador:	Hacienda Pichilingue; Batán, near Quito; Tumbaco; Tambillo; La Favorita; Vinces (cooperative agricultural centers).
El Salvador:	Santa Tecla and San Andres (cooperative agricultural centers).
Guatemala:	Guatemala City; Chocola; Cuyotenango; Quetzaltenango and Trapiche Grande (cooperative agricultural centers).
Haiti:	Marfranc, near Jérémie (rubber project).
Honduras:	Tela (rubber project).
Mexico:	El Palmar, near Tezonapa, Veracruz (rubber project).
Nicaragua:	El Recreo, on Escondido River, 65 miles inland from Bluefields; Cukra Hill (cooperative agricultural centers).
Peru:	Tingo Maria; Yurac; Sinchona; Te; Iquitos (cooperative agricultural centers).

[1] For text of Public Law 63, 76th Cong., 1st sess., see annexes, p. 103.

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The objectives of the cooperative stations are sought through agricultural research, training of local technicians and workers, farm extension programs, and youth and adult agricultural training work. The United States contributes:

(1) the services of agricultural technicians to direct the stations or projects and to conduct and guide agricultural research investigations and extension and training activities;
(2) scientific and technical equipment not obtainable in the other republics, including current technical agricultural journals and books published in the United States; and
(3) on-the-job training by American technicians for all levels of technicians and workers at the stations.

More than 180 active research projects are in operation at seven stations. Many tropical crops and products are included in these projects: cacao, kenaf fiber, cinchona, coffee, African oil palm, abacá (Manila hemp), vanilla, nutmeg, tea, lemon grass; pyrethrum, derris, lonchocarpus, and other insecticidal plant materials needed by the American farmer; ipecac and other drug plants; food and forage crops. Illustrative of the work being accomplished under these projects are the results of the kenaf and cacao-fiber projects.

Kenaf fiber is produced from a plant of the hibiscus family from southeast Asia in 90 to 120 days from the planting of the seed. The seed is planted with a modified grain drill in narrow rows. As a result of the kenaf-fiber research project in Cuba, all of the operations are now mechanized from the preparation of the ground through the processing of the fiber. In 1947 the first large commercial acreage of kenaf was planted in Cuba for the production of burlap for sugar bags, carpet base, and other related uses for domestic consumption and for export. Further engineering and processing research is being continued to improve the efficiency of mechanical decortication and processing into yarn and burlap, coupled with additional plant breeding and agronomic research to improve the quality and yield of fiber. Commercial fiber users in the United States are cooperating in conducting various physical tests and utilization studies. The Cuban Government has given active support to this project and has now almost completed the building of a modern air-conditioned fiber-research laboratory. It is believed that this work will result in the establishment of an important new crop for domestic and export use by Cuba.

American chocolate and cocoa manufacturers are actively collaborating and assisting in the long-term development and broadening of research on cacao in the Western Hemisphere in the effort to increase production and control disease. This research is of vital importance to the American consumer in view of the increase in the New York spot price of cacao beans for arriba quality from 12 cents a pound in mid–1946 to 39 cents in mid–1947. Research work on cacao for the past three and a half years has been done at the cooperative agricultural station in Ecuador. Cacao before 1941 was the most important single export commodity of Ecuador, but the inroads of disease have caused a decrease in exports from around 47,000 tons in 1920 to 11,000 tons in 1940. From trees in various areas of Ecuador selections of cacao-propagating material have been made which indicate apparent resistance to pod rot and witches'-broom diseases, as well as high yielding qualities. Seeds and clonal selections from other cacao-producing areas of Central and South America are under observation in nursery and field plantings. Additional selection and propagation studies are being continued, and intensive laboratory pathological studies will be conducted in 1948 on the disease organisms to discover more effective immediate disease-control methods.

Rubber

The program of rubber research, training, and demonstration work is a continuing one which has been carried forward in 14 countries since 1940. It has resulted in the development of blight-resistant and high-yielding strains of planting materials. Three nurseries and research stations have been established in Costa Rica, Haiti, and Guatemala for the permanent preservation and living stock piles of basic improved planting materials, as well as for further research. This work is coupled with the propagation and distribution nurseries and training and demonstration plantings in the individual countries. These stations and nurseries serve as centers for training local growers, technicians, and propagators in the best methods of propagating and producing rubber on a small-farm system in conjunction with other cash and subsistence crops. Use of the disease-resistant strains in crown budding now permits safe field planting of high-yielding but non-resistant oriental planting material. It is the aim of this program

to establish hevea rubber in the Western Hemisphere as a practical long-term small-farm crop.

During the past year and a half apparent disease-free and high-yielding selections of propagating material from wild rubber trees in the Madre de Dios region of Peru have been made and planted in Peru. Here they will be kept under careful observation and trial for several years to determine the permanent disease-resistance characteristics of individual plants before further propagation and distribution are made. A new leaf disease, *Pellicularia*, is under close study by a rubber pathologist assigned to the Peru station, who is working to determine the best method of effective control.

Results

The results of the various phases of the projects at the cooperative agricultural stations and rubber centers have already been published in nearly 300 articles written by staff members, many of them under the joint authorship of American and local technicians. These articles are significant as the basis for additional research and are even more important in the training of local workers and farmers in improved farm practices and production methods. For example, the published discovery of a new disease organism in cinchona plantings in Peru by a station staff member has resulted in recommendations to farmers to improve site selections and growing methods for the production of quinine. Furthermore, trained workers leave the stations and projects from time to time to apply the new farming and production techniques and spread the knowledge of these improved farm practices, either in businesses of their own or in the employ of others.

The table on page 15 indicates the extent of the *direct* contributions by the cooperating countries to the cooperative agricultural stations. In addition, new investments and contributions by cooperating governments and private individuals to the rubber work in the fiscal year 1947 are in excess of $1,000,000.

The activities under this cooperative agricultural program are now becoming a part of the national agricultural programs of the cooperating countries, as evidenced by the large direct investments in physical plant, equipment, and personnel by the individual governments. Direct investments in the individual countries since the beginning of United States cooperation range from two to

Direct Contributions by Other Governments to Cooperative Agricultural Stations

1947 Fiscal Year

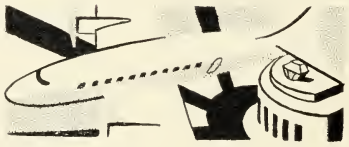
	Public Law 63 (reimbursements actually received)	Personnel		Land, buildings, and equipment	Other	Total 1947	Total direct contributions since begining of U. S. cooperation
		MY [1]	Amount				
Bolivia	. . . . .	10	$11,000	. . . . .	$25,000	$36,000	$41,000
Brazil	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	1,042,500
Colombia	$27,987	12	15,000	. . . . .	5,000	47,987	107,987
Cuba	. . . . .	4	8,600	$13,570	33,424	55,594	90,381
Ecuador	. . . . .	231	41,280	10,000	23,170	74,450	285,825
Guatemala	. . . . .	50	48,000	143,545	35,600	227,145	620,320
Nicaragua	. . . . .	111	26,200	36,891	6,542	69,633	245,359
Panama	1,121	. . . .	. . . .	. . . . .	. . . . .	1,121	1,121
Peru	. . . . .	239	130,519	. . . . .	109,951	240,470	1,500,266
El Salvador	. . . . .	196	87,490	72,200	89,384	249,074	718,252
	$29,108	853	$368,089	$276,206	$328,071	$1,001,474	$4,653,011

[1] Man years.

four times the contributions of the United States. These direct contributions to station operations do not include large additional investments of the cooperating governments in supplementary services such as highways, colonization projects, schools, health, and sanitation, or new investment of private capital by individuals in agricultural-station areas stimulated by the establishment and operation of the station.

A most important and vital element in this agricultural program is the day-to-day working relationship between American technicians and all levels of local workers, coupled with on-the-job training provided by American workers. Tied directly to this program is the intern training in agriculture in the United States under the exchange-of-persons program, whereby selected local technical employees of the stations and projects are given additional specialized training in the United States. The harmonious day-to-day working relationship between American and local workers and the training work are most important factors in the building up of a nucleus of trained local workers and the engendering of good relationships between peoples. Of lasting and great importance is the spreading of the knowledge of the research findings and improved farming methods among the farmers through modern agricultural-extension work.

Civil aviation



The Civil Aeronautics Administration conducts a sizable program of cooperation with the American republics in civil aviation. Experts are lent to consult and work with aviation officials in other countries in promoting uniform aviation standards, encouraging

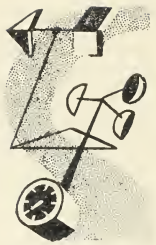
the provision of suitable facilities for air carriers, developing safety regulations in conformity with those prescribed by the International Civil Aviation Organization, stimulating use of new technical instruments and equipment, and developing data applicable to hemisphere defense.

During 1946–47 three flight-training specialists continued work in Mexico which was begun in 1943. Approximately 200 Mexican flight personnel have been trained in a Mexican air school established by the Mexican Government as the result of the work of these specialists.

A legal expert, a communications expert, and an airport engineer were detailed to Peru. Under their direction an aviation code and related regulations were prepared for the public. An aeronautical communications system was developed and placed in partial operation, and construction at several airports was begun. Discussions were held regarding assignment of an air-traffic-control expert and a meteorological expert in the coming year.

A legal expert, a flight operations expert, and an airport engineer were lent to Colombia. They completed a thorough study and analysis of the republic's aviation needs and made appropriate recommendations to the Government of Colombia for the advancement of its aviation program. Under the advice of these experts, Colombia has taken steps to divorce civil aviation from military sponsorship. Civil aviation has further advanced through the development of a legal code and related regulations, the establishment of standards and procedures for the certification of airmen, and the completion of a study of airport problems. It is expected that additional experts will be assigned to assist Colombia next year.

Negotiations were entered into during the latter part of 1947 with the republics of Bolivia, Ecuador, Panama, Venezuela, Argentina, and Brazil for the loan of various United States Government aviation experts to assist in the development of civil-aviation programs. It is expected that missions will be sent to these countries, and possibly to Uruguay and Chile, in 1948.



Weather investigations

Cooperative weather investigations have been undertaken with other American republics for several years. Since 1942 radiosonde stations have been operated cooperatively by the Weather Bureau of the United States Department of Commerce and the national meteorological agencies of Cuba and Mexico. The United States provides instruments, materials, supplies, and replacement equipment, and sends technical personnel for inspection, servicing of equipment, training of observers, and direction of operations. The Cuban and Mexican meteorological services furnish the observers and station quarters and bear the communication expenses.

A radiosonde unit is a small, expendable assembly of atmosphere-measuring devices which measure pressure, temperature, and relative humidity at frequent intervals from the ground up to altitudes of 50 or 75 thousand feet. The instrument consists of a lightweight barothermohygrometer unit combined with a small automatic radio transmitter. It weighs in all about two pounds. To make an observation, the radiosonde is attached to a large helium-filled balloon about six feet in diameter, which carries the instrument to great altitudes. When an altitude is reached which is sufficiently high to cause the balloon to burst, a parachute opens, and the apparatus descends slowly to the earth without damage to the instrument. During the ascent and descent, signals giving indications of pressure, temperature, and humidity are constantly transmitted to the ground station and picked up by a special receiving and recording set. Plotting and analysis of the data provide facts for analyzing the structure of the air masses through which the instruments have passed, the positions of frontal surfaces, the inversions, the stability or instability of the atmosphere, and the amount of water vapor in the air. This information enables the meteorologist to determine whether the conditions re-

vealed by the observations are likely to bring about the formation of fog, clouds, rain, thunderstorms, icing, or some other atmospheric disturbance.

Radiosonde observations are made at least once a day. The records of those made in Cuba and Mexico are sent to the radiosonde analysis center and verification unit maintained by the United States at the Washington National Airport. They are placed on teletype circuits and made available to the United States Weather Bureau, the Army and Navy, and many others for use in the analysis of weather situations. The information is given out to all aircraft flying over the Gulf of Mexico, the Caribbean Sea, or adjacent land areas. The records and the analyses are also sent to other countries and are valuable material for research by tropical meteorologists.

Such meteorological data are necessary to forecast day-to-day weather predictions for aviation and shipping. They are also of use to the fishing industries off the southern California coast, to the fruit-drying industry in California, and to other industries. They are used in making precipitation forecasts in the Mississippi and Tennessee valleys, and particularly the quantitative precipitation forecasts needed by the United States Army Engineers. They are also valuable for accurate forecasting of tropical hurricanes which may reach the United States.

Tidal observations

Tidal information for Central American waters and for the Pacific coast of South America was until recently very meager. The need for more exact information prompted the tide observations undertaken by the United States Coast and Geodetic Survey

in cooperation with other American republics. To increase knowledge concerning tides, three specific objectives were laid down for the program: (1) compilation of data for predicting tides at principal ports, (2) determination of accurate local tidal-datum planes, and (3) securing of data for determining changes in relative elevations of land and sea.

The automatic tide gage used is that standard-type tide gage used by the Coast and Geodetic Survey at its primary station. It consists of a float which operates in a verticle pipe, from which damaging wave action has been excluded by restriction of the inlet. The rise and fall of the float in the pipe actuates a worm screw on the gage, which moves a recording pencil back and forth across the record paper, which in turn is moved forward by clock work at the rate of one inch an hour. The combined motion of pencil and paper gives a continuous graph showing the rise and fall of the tide to a definite scale which may vary from 1′–6′ to 1′–32′, depending on the range of the tide. The gage accommodates different height scales, and a single roll of graph paper will keep a record for a full month.

Under this program the United States furnishes and installs the instruments and analyzes the data recorded. The cooperating countries furnish the sites for the tide stations, supply the labor and materials for housing the instruments, and provide an observer for each station. The records of the stations are sent monthly to the Coast and Geodetic Survey in Washington. Here tabulations and analyses are made, and copies of the findings are sent to each of the cooperating countries.

Beginning in 1921, eight tide stations were established at the following places: Salina Cruz, Mexico; La Union, El Salvador; Puntarenas, Costa Rica; La Guaira, Venezuela; Buenaventura, Colombia; Guayaquil, Ecuador; Matarani, Peru; and Valparaiso, Chile. Since 1941, when the cooperative development of tidal observations became part of the program of the Interdepartmental Committee, stations have been established at Guaymas, Tampico, Coatzacoalcos and Progreso in Mexico; Habana, Cuba; Talara and Callao in Peru; and Puerto Montt and Punta Arenas in Chile. Some of these have now been discontinued. In June 1947 ten stations were in operation: Tampico, Coatzacoalcos, and Progreso in Mexico; Habana, Cuba; Puntarenas, Costa Rica; Talara, Callao, and Matarani in Peru; and Valparaiso, Puerto Montt, and Punta Arenas in Chile.

These stations have supplied a large fund of tidal information for many areas where such data were previously lacking. Predictions are now made of the tides at each of the ports; datum planes now exist at these places for charting and engineering use; and a steady flow of data is available for determining changes in the relative elevation of land and sea. The tidal predictions are used by the United States Navy and merchant marine and throughout the maritime world. A continuation of this work will extend the knowledge of tidal conditions in new areas and will increase the value of collected data for basic geophysical problems.

Magnetic and seismological observations

The Coast and Geodetic Survey of the Department of Commerce has cooperated with a number of other American republics since 1942 in accumulating and studying magnetic information.

The earth's magnetic field is subject to continual change. The changes in various regions assume such varied and unpredictable patterns that changes observed in one area cannot be used to determine with certainty those that have taken place in others. An accurate knowledge of the direction and strength of the earth's magnetic lines of force is a prerequisite for mapping, land surveying, and navigation by sea and air. Studies of the long- and short-term changes affecting the magnetic field are important in these activities. They are likewise important in radio communication and operation of radio aids to navigation, in certain types

of geological explorations, including the newly developed airborne methods, in the maintenance of wire and cable communications, and in many scientific and technical pursuits. Few of the other American republics have the precise instruments and trained personnel to make magnetic observations, but most are desirous of acquiring them and ultimately expect to do so.

The Coast and Geodetic Survey periodically details an experienced observer, equipped with field instruments, to visit the countries participating in the program. The cooperating governments, in turn, assign representatives to assist in making arrangements for the work and to accompany and aid the American technician. Computations from the acquired data are made in the offices of the Coast and Geodetic Survey in Washington, and copies of the results are furnished to appropriate agencies of the cooperating countries. These data also contribute to knowledge concerning the world-wide pattern of the earth's magnetism and are used by mapping and maritime agencies in many other parts of the world. The observations usually include comparisons of standard instruments with those used locally. Such comparisons are an important part of the maintenance of minimum standards of accuracy at widely separated magnetic observatories.

The science of seismology has been only partially developed in some of the other American republics and hardly touched in others. Since earthquakes periodically kill thousands and destroy vast amounts of property, information is needed on where and how frequently earthquakes occur, what forces are set up by them, and how structures can be built to withstand those forces. The west coast of South America and the countries bordering the Caribbean Sea are especially vulnerable to earthquakes. In Ecuador the earthquakes of 1797 and 1868 killed 110,000 persons, and another in 1942 caused damage amounting to $2,500,000. In 1875, 16,000 persons were killed in Venezuela and Colombia; and at Cumaná, Venezuela, in 1929 an earthquake caused damage of $5,000,000. In Chile nearly 4,000 persons were killed and damage amounting to $250,000,000 resulted from the earthquake of 1906; and in 1939, 15,000 persons were killed in another shock, which caused damage amounting to $50,000,000. In western Argentina damage of $100,000,000 was caused by the shock of 1944.

Seismological research in cooperation with the other American republics has been carried forward during the past four years through detail of an expert seismologist to work with and coordi-

nate the activities of technicians in those countries. During his visits the American seismologist checks and overhauls seismographs and accelerographs, advises concerning the procurement and installation of new equipment, lectures at universities and scientific institutions, and consults with technicians on the problems arising in the work.

The cooperative program calls for a greater distribution of seismographs throughout the other American republics, the collection of information on the locations of earthquakes and their effects on different types of structures, and the application of acquired information in the design and construction of earthquake-proof buildings. Instruments designed to record destructive earthquake motions have been installed at Santiago, Lima, Quito, Bogotá, San José, and Guatemala City. They will record basic data needed by engineers in designing buildings to resist earthquakes. The data obtained will be used not only by the engineers of the American republics but also by engineers in other parts of the world.

One of the most serious problems in engineering seismology is to obtain satisfactory records of major earthquakes. Stimulated by the cooperative seismological program, several countries have undertaken the preparation of adequate earthquake histories needed to evaluate the regional seismicity. Several others have planned the establishment of first-class teleseismic stations for locating both near and distant earthquakes.

Thus far the program has been started in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Mexico, Panama, Peru, Uruguay, and Venezuela.

Fishery and wildlife resources

Fishery resources

The Fish and Wildlife Service of the Department of the Interior cooperates with corresponding agencies of the American republics by supplying, upon request, technical assistance in the development, conservation, and management of the fishery resources and industries of the American republics. The projects undertaken include marine biological and oceanographic investigations, experimental fishing, studies in fish preservation and processing, economic studies, fish-cultural activities, and formulation of long-range programs for conservation of natural biological resources.

The surveys and investigations of the fishery resources of the American republics are made in order to increase food supplies for local consumption, to improve current fishing and fish-processing techniques, and, in general, to produce and market better-quality products. A sound application of scientific knowledge and intelligent administration of fishery resources will prevent unwise utilization and depletion. The Fish and Wildlife Service conducts surveys and makes recommendations to cooperating governments for furthering conservation. The marine fishery resources of the Western Hemisphere are to some extent migratory; that is to say, they move freely across international boundaries and on the high seas. Hence, conservation and wise utilization of these resources is of common concern to the nations which share them.

The obligations assumed by the United States Government to carry on these undertakings are much smaller than the obligations incurred by the cooperating countries. In many instances the cooperating countries reimburse the United States Government for the entire cost of the technical assistance rendered.

Surveys and investigations have been conducted in Peru, Venezuela, Chile, Mexico, and Guatemala. The foundation is thus laid for further development of fishery industries, continuing studies by the American republics, and improved administration of the resources. These investigations are bringing positive results of which the project in Mexico is an illustration.

The United States fishery mission to Mexico has aided in the establishment of a marine fishery laboratory at Guaymas, Sonora, which has provided the fundamentals for modern fishery research in Mexico. The primary undertaking at this laboratory is a study of the important shrimp resources. Secondarily, studies are being conducted on other species, such as sardines, anchovies, and sea bass. This is a foundation for more intensive studies. General marine-fishery surveys have been conducted in the states of Sonora, Sinaloa, Nyarit, Colima, Oaxaca, Chiapas, Veracruz, Campeche, and Quintana Roo. With guidance from the fishery mission, the Mexican Government has also constructed new and ultra-modern fish hatchery facilities for trout and has laid plans for construction of facilities for propagating warm-water fish, such as bass and bluegills. A regular stocking policy, based on surveys to locate and assess suitable interior fishing waters, has been established by the Mexican Government. Trout have been stocked in suitable waters in the states of México, Morelos, Michoacán, Hidalgo, Puebla, Veracruz, Zacatecas, and the Distrito Federal. The output of trout from Mexican hatchery facilities has been increased about four times through the work of the mission.

Wildlife resources

The migratory birds of the Western Hemisphere transcend international boundaries to an even greater degree than the fishery resources. Many birds summer in Canada, winter in the Central and South American countries, and are found in the United States only during their northward and southward migrations. Thus the problems of protecting migratory birds are hemispheric, for good conservation practices in one country or area may be nullified by lack of conservation in other areas. The realization of the need for hemispheric action in conserving migratory birds is growing.

The United States and Canada, under international agreement, are conserving the golden plover and many other important game

birds. The United States and Mexico are cooperating under the terms of an international convention for the protection of migratory birds and game mammals concluded on February 7, 1936.

The Fish and Wildlife Service is working with other American republics on surveys of the migratory-bird resources to determine the kinds and abundance of various species of birds present, their natural history and migration, and other facts needed for their conservation. Such information will be useful in the negotiation of other international agreements for the protection of migratory birds. This program was initiated in 1946 and 1947 with a survey of the migratory birds of Guatemala. Coincident with the surveys of migratory birds, studies of game and fur-bearing mammals of economic importance also are being undertaken with similar objectives.

Mineral resources

Geologic investigations

Cooperative geologic appraisals of mineral deposits in the American republics have been conducted by the Geological Survey of the Department of the Interior since 1940. These appraisals are based on detailed geological mapping of selected mineral deposits potentially important in hemisphere trade. The national economies of Mexico, Peru, Bolivia, and Chile have long been based upon their mineral exports. These countries, as sellers, and the United States, as buyer, have common economic interests in the appraisal of their ore deposits. The program of the Geologi-

cal Survey starts with a frank discussion with responsible officials in each country as to how geology can help in the evaluation of these resources as the first step toward their development.

Examples of such cooperative geologic appraisals are the studies of chromite and manganese in Cuba; tin, tungsten, and antimony in Mexico; mercury and tungsten in Chile; tungsten in Argentina; nickel, mica, magnesite, manganese, barite, and iron in Brazil; and bauxite in Haiti and the Dominican Republic. Of particular economic interest to the United States are the investigations of iron deposits in Brazil and lead-zinc deposits in Peru and Mexico that are in progress.

Field work is conducted by United States geologists working in cooperation with geologists of other American republics. Together they map the deposits and make supplementary studies as needed to arrive at an evaluation of the ore reserves. Maps with bilingual legends and joint reports by both nationals are prepared.

These reports are published in English as chapters of the Geological Survey's bulletin series entitled *Investigations in the American Republics*. The reports of Brazilian deposits are also published in Portuguese as bulletins of the Departamento Nacional da Producão Mineral. The reports on Mexican deposits are published in Spanish as bulletins of the Comité Directivo para la Investigación de los Recursos Minerales de México. Recently the Dirección de Montes, Minas, y Aguas of Cuba has expressed its intent to publish Spanish editions of the joint studies of Cuban chromite, manganese, and tungsten.

The Geological Survey has also conducted a supplementary program of purely scientific geological studies, such as the investigations of the volcanoes Paricutin in Mexico and El Sangay in Ecuador and the study of the stratigraphy of southern Brazil and of the Republic of Panama. Reports on these investigations are also published in English and in the language of the countries concerned.

Mining and metallurgy

Before World War II the technical information of foreign mineral resources possessed by the United States Government was grossly inadequate. There was a serious lack of first-hand data on the availability of foreign minerals in the defense and war programs. Procurement was delayed. There was an inevitable

rush to secure the basic data needed for planning and executing purchasing and preclusive buying. Staffs of technical experts were quickly recruited in the various war agencies responsible for these activities; specialists were hurriedly sent abroad to centers of production. But this effort was extremely costly and inefficient.

Although the United States has been the most self-sufficient nation in mineral resources, it has always had important deficiencies. Manganese, chromite, tin, and nickel, for example, have for decades been supplied principally by imports. Dependence of the United States on foreign sources for supplies of many important minerals, including copper, lead, and zinc, will increase in the future. In the years to come it is likely that minerals will occupy an even more significant place in international affairs than in the past.

Under the Interdepartmental Committee on Scientific and Cultural Cooperation, the Bureau of Mines of the Department of the Interior is cooperating with the technical agencies of three other republics—Brazil, Mexico, and Bolivia.

The mineral resources of Brazil have been explored or developed only to a limited extent. Important deposits of high-grade iron and manganese ores are known to exist and have been developed. Potentially important deposits of coal, pyrites, nickel, cobalt, monazite, quartz crystal, silica, gypsum, barite, bauxite, phosphate, tin, chromium, and diamonds are known. Most of these have been explored or operated at one time or another. Deposits of oil shale, rutile, zirconite, scheelite, lead, zinc, gold, mica, tantalite, columbite, and beryl are also known to exist and some of these have been developed during the war period.

The Foreign Economic Administration during the war period and the Bureau of Mines since March 1946 have done much laboratory and pilot-plant work on problems of unusual importance to Brazil and of definite advantage to the United States. Specifically this work concerns the production of melting stock by employing a sponge iron technique whereby very low-grade and noncoking coals may be used; the concentration and reduction of silicate nickel ores; the chemical beneficiation of chromite or picotite to make a product having an acceptable chromium-to-iron ratio; and the production of electrolytic manganese with reference to by-product recovery of cobalt. One mining engineer, one metallurgist, and one coal-preparation specialist were assigned to this work in Brazil during 1947.

The Government of the United States, acting through the Bureau of Mines, agreed in 1947 with the Government of Mexico, acting through the Comisión de Fomento Minero, to consider a formal cooperative agreement for assignment to Mexico of technical specialists. They will collaborate in technical studies and investigations of the production and treatment of various Mexican minerals which are valuable to Mexico and essential to the economic security of the United States. One mining metallurgical engineer was assigned to Mexico to cooperate with the Comisión de Fomento Minero in surveying fundamental mining and metallurgical problems and in preparing specific recommendations to implement the proposed formal intergovernmental agreement. This engineer will:

(1) cooperate in laboratory research to determine the amenability to beneficiation, reduction, or purification of Mexican metals and minerals subject to import into the United States;
(2) make cooperative studies of mine safety and mine-rescue work;
(3) examine various operating mines to determine the best methods of reducing costs; and
(4) make cooperative studies of low-grade and complex ores.

The present dismal outlook for Bolivian tin mining is due principally to the poor recovery in concentrating the material. Any appreciable improvement in the techniques of concentration would increase the recovery of tin which is now lost, would extend immensely the reserves of tin ore, and would decrease the costs of mining and milling operations. The tailings discarded during the concentration under present conditions are 0.5 to more than 2 percent metallic tin. There are millions of tons of such tailings that could be treated again if the efficiency of milling could be brought up to that attained for other minerals.

At the request of the Bolivian Government, the Bureau of Mines assigned a metallurgist in February 1947 to make a preliminary survey of metallurgical practices as applied to Bolivian tin ores. The survey will determine the possible methods of increasing recoveries, together with the possibility of separating tin from other minerals with which it is associated in the complex Bolivian ores and of exploiting unworked deposits of tin ores now in operation only on a small scale.

1950 census of the Hemisphere

In 1950 the American republics will cooperate in the Census of the Americas, the first hemispheral census of population and agriculture. Each nation will finance and conduct its own census, using technical procedures and standards developed by the Committee on the 1950 Census of the Americas of the Inter-American Statistical Institute.

Adequate periodic censuses of population, agriculture, mining, industry, business, etc., furnish essential information regarding a country's human and material resources and are basic to a great many public and private operations. Many of the American republics have not had censuses during the last 20 years, and, in a number of countries, adequate censuses have never been taken. The 1950 Census of the Americas will furnish governments with the current data so necessary to the solution of economic and social problems.

The 1950 Census of the Americas has been warmly endorsed by several international conferences. The Statistical Commission of the Economic and Social Council of the United Nations, in formally expressing approval of the project, stated ". . . the experience gained in the preparation and conduct of this cooperative project will be of great value to Member Governments . . . and . . . will serve as a basis for useful conclusions in possible projects in all countries of the world. . . ."

The Interdepartmental Committee on Scientific and Cultural Cooperation has for several years been aiding the preparations necessary to taking the census. The general objectives of the program for cooperation with the other American republics in the 1950 census are

(1) to give technical assistance to officials and agencies preparing for and taking censuses of population, agriculture, industry, business, and mining;
(2) to assist in the integration of census work with related statistical activities in these countries; and
(3) to assist in strengthening over-all statistical staffs and organizations.

As part of the program, selected trainees from various American republics are brought to the United States to study with statistical agencies of the United States Government. When they return they will occupy key positions with the statistical and census agencies of their governments. Also, United States consultants are furnished, as available, to assist those nations most in need of assistance.

A coordinated program has been undertaken by the several United States Government statistical agencies concerned with the 1950 census. Principal responsibility lies with the Bureau of the Census of the Department of Commerce. The Bureau of Agricultural Economics and the Office of Foreign Agricultural Relations of the Department of Agriculture, the National Office of Vital Statistics of the Public Health Service in the Federal Security Agency, and the Bureau of Labor Statistics of the Department of Labor are participating in the consulting and training work for the census. The bureaus and offices of the Federal Security Agency and the Offices of Business Economics and International Trade of the Department of Commerce are cooperating in the program by including in their training courses some information relating to the 1950 census.

Vital statistics

Assistance is being given the other American republics in the study, development, and improvement of their public-health and vital statistics by the National Office of Vital Statistics of the United States Public Health Service. Technical experts are detailed to consult regarding improvement and standardization of the vital-statistics systems, in accordance with resolutions adopted by a number of recent inter-American conferences, especially those of the Eleventh Pan American Sanitary Conference held in Rio de Janeiro in 1942.

The initial work of consultants includes the preparation, under the supervision of the proper government official of the country concerned, of detailed studies regarding

(1) existing organization and methods for birth and death reporting;
(2) procedures and operations of the statistical tabulation services concerned with vital statistics;
(3) methods and procedures for medical record-keeping and resulting statistical activities of hospitals and other medical service institutions; and
(4) government uses and requirements for public-health statistics and vital statistics.

On the basis of these studies, plans and procedures are formulated regarding vital-statistics registration, organization, processing of records, coding and tabulation requirements, design of forms, and preparation of instruction manuals. If the Government desires to proceed with the program of work, a technical consultant remains to assist in carrying it out.

The vital-statistics cooperative program was begun in 1942. Since then, projects have been initiated and consultants detailed to

Haiti, El Salvador, Paraguay, the Dominican Republic, Colombia, Brazil, Bolivia, Panama, Cuba, and Guatemala. All of the other countries of South and Central America and the Caribbean have been visited to make preliminary surveys and observations for future planning of the program.

Women's employment

A part of the program for cooperation with the American republics on social-welfare problems is carried out through the Women's Bureau of the Department of Labor. Experts are lent to work with government officials in improvement of conditions and development of standards for employment of women.

At the request of the Ministry of Labor of Chile, an expert was sent for three months in 1947 to survey, consult, and work with the Ministry concerning problems of employed women. As a consultant, she visited many factories and consulted with numerous labor and administrative officials. A variety of work establishments were inspected in southern Chile with the chief of the Division of Women and Children of the National Department of Labor—shoe factories, a raincoat factory, a fiber mill, a brewery, and a steel mill at Valdivia; linen and flour mills at La Union; shoe and knitwear factories, woodworking factories, and a brewery at Osorno; a farm and an apple-packing plant at Concepción; and fish canneries, pottery plants, candy factories, sugar mills, and other factories elsewhere in Chile. Home industries were inspected, particularly in Santiago. Clinics, a tuberculosis hospital

for working women, and a school for nursemaids were also visited. Talks were given before teachers, social workers, and other professional women about working conditions and labor laws. Working conditions needing attention and standards of sanitation and safety were discussed with labor department officials, and reports were made to the Minister and the Director General of Labor.

Labor standards

Assistance is offered other American republics in orderly industrialization by demonstrating proved methods of reducing work hazards in industry and thereby raising industrial output. During 1946–47 the Division of Labor Standards of the Department of Labor sent a technical consultant to Peru, Chile, Argentina, Uruguay, and Brazil. Consultations were held with labor department officials on problems of industrial standards and on future plans for assistance by United States consultants and for the sending of trainees to the United States.

The safety specialist who had been detailed to Uruguay the previous year was asked to return for four months, the Uruguayan Government paying all expenses. Assistance was given in setting up advanced safety-training classes, preparing training materials, and strengthening the management-government safety organization established the previous year. A safety course was initiated in the national vocational school, and first steps were taken to incorporate safety engineering into the curriculum of the School of Engineering at the University of Montevideo.

Child welfare

Because excessively high rates of maternal and infant mortality and child dependency strike at the very heart of national existence and progress, the American republics have shown deep concern for maternal welfare and the protection of child life. Requests for the detail of specialists to assist national agencies in developing and extending services for mothers and children were among the first requests for scientific and technical cooperation received by the Interdepartmental Committee. This part of the program has awakened sympathetic interest among people in all walks of life in the countries where such projects have been carried on.

The staff of the Children's Bureau of the Social Security Administration of the Federal Security Agency, which works on these cooperative programs, includes consultants on maternal and child-health services and services for crippled children, public-health nurse-midwives, a nutrition specialist, and social workers with training and experience in various phases of child welfare. These staff members have special knowledge of the language, customs, and needs of the other republics. Each of the other countries has made its own contribution to the joint undertakings, in money, personnel, or facilities.

The type of project varies from country to country. Emphasis has been given to organizing and strengthening the basic services and to training professional staffs among nationals of the other countries. In Brazil, for instance, the National Children's Bureau of the Ministry of Education and Health has brought young women from 10 of the interior states to Rio de Janeiro for special training as child-welfare aides. Their services will be utilized in the organization of rural health and welfare centers. In Peru, a child-welfare consultant cooperated with the national maternal and child-welfare service and with the Peruvian School

of Social Service. At the request of the Peruvian authorities she accompanied a relief mission sent to a remote spot in the high Andes following a severe earthquake which had devastated the whole region. After cooperating with the mission in making a survey of the immediate and future needs of the population, she returned to Lima alone, except for a young Indian guide who led her 60 miles across mountain trails on muleback to the nearest communication center. She took back to Lima the first complete report of the damage and needs of the distressed villages. Later she accompanied the Director of the School of Social Service to Iquitos in the Peruvian hinterland where local citizens had asked for assistance from the national Government in developing welfare services. The work of this consultant was mentioned by the President of Peru in a message to the Congress of that country.

Medical, nursing, and child-welfare consultants also spent some time at Tingo Maria, Peru, where an agricultural experiment station and hospital are maintained cooperatively by the United States and Peru. A report was prepared, analyzing social and health conditions and making suggestions for improvements and future planning.

Ecuador sought the cooperation of a child-welfare specialist in connection with the reorganization of the National School of Social Service in the Ministry of Social Welfare. In June 1947 the school graduated its first class of students, many of whom already have been appointed to the staffs of children's agencies. The director of the school is a young woman who studied in the United States some years ago under a fellowship obtained with the assistance of the Children's Bureau. The assistant director was trained formerly in the Children's Bureau. Ecuador is now giving special attention to the organization of basic maternal and child-health services. The Children's Bureau assigned a medical consultant and a nurse-midwife to the National Maternal and Child Health Service in 1947.

The Mexican Bureau of Child Health and Welfare and the United States Children's Bureau are partners in an interesting program along the border. A child-welfare worker from Mexico City and a nurse-midwife from the United States have been organizing special training courses for midwives. Local health officers and physicians have assisted in teaching classes and are enthusiastic in their support. The nutrition specialist has gone into children's hospitals where extreme cases of malnutrition are found, into schools of medicine and nursing, and into simple

Indian homes where mothers have been taught better methods of child feeding, using foods available in their own communities and cooking them over braziers.

In the Children's Bureau program there is a close relationship between the scientific and technical projects and the exchange-of-persons program. Wherever possible, training grants are awarded to persons who will be prepared to replace the Bureau's consultants or who will make a special contribution to the program. For instance, a United States trained nurse-midwife spent two years teaching at the School of Health Visitors in Paraguay. A graduate of that school received a training grant and qualified as a registered nurse in the United States. She returned to Asunción to carry on the work begun by the Children's Bureau consultant.

Professional organizations and private agencies in the United States have actively supported the program. State departments of health and public welfare, hospitals, schools of social work, nursing organizations, citizens groups, and many interested individuals cooperate in various ways. In many communities special committees have been organized to plan for trainees and foreign visitors and have made an outstanding contribution to the program of inter-American cooperation and understanding.

Public health

Assistance on public-health problems is one of the cooperative programs of the Interdepartmental Committee on Scientific and Cultural Cooperation. Officers, sanitary engineers, and other tech-

nicians of the United States Public Health Service are detailed to the other American republics and work in cooperation with the Pan American Sanitary Bureau. Professional personnel do detailed work for temporary periods in an advisory capacity when officially requested by other countries. They initiate services and projects which are continued by the local health authorities and return subsequently from time to time to give further guidance and counsel.

The Public Health Service has extended active cooperation to the other American republics through the Pan American Sanitary Bureau over a period of 20 years. A great deal has been accomplished in close collaboration between the various health agencies of the other American republics and the United States Public Health Service. Increasing uniformity of procedures and administration of health and sanitation service has resulted.

This program has enabled the United States Public Health Service to be better informed about public-health developments in the other American republics and to keep current in the science of preventing and treating tropical diseases. With this knowledge it is in a better position to protect the United States from the introduction of communicable diseases and to adopt preventive measures as tested and proved in the other American republics.

Community-health conditions in the other American republics have been slowly and steadily improving during the past two decades. Great progress has been made in many phases of public health, such as provisions for pure drinking water, improved milk supply, furtherance of malaria control, and improvement of sewage-disposal methods.

In 1947, with the assistance of the Interdepartmental Committee, the Public Health Service detailed officers, sanitary engineers, and other technicians to duty under the direction of the Pan American Sanitary Bureau in the regional offices at Lima, Guatemala City, and El Paso, Texas.

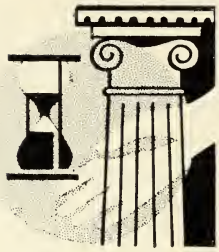
In Lima assistance was given various governments in the preparation and adoption of health codes. Experts advised with ministers and directors of public health on medical subjects. They worked on problems of plague, yellow fever, typhus, malaria, and

other insect-borne diseases. A consultant gave advice and counsel to the National Nursing Services of Ecuador, Peru, and Chile, though her major effort was to improve public-health nursing in the Lima area. The sanitary engineers worked on water-supply engineering, malaria control, hacienda sanitation, and international-carrier sanitation. Problems of international-carrier sanitation have greatly increased with the development of air freight and passenger service among the American republics.

The staff at the Guatemala City office worked on the control of typhus fever, the sanitation of labor camps and the inter-American highway project, investigation of onchocerciasis and its vector, milk sanitation, malaria control, and environmental sanitation, particularly water-supply sanitation.

In 1947, support was given the Public Health Service by the Interdepartmental Committee in the United States - Mexico Border Health and Sanitation Project. Cooperative efforts of the health services of the United States and Mexico were promoted to improve health and sanitary standards and to control local outbreaks of communicable diseases. Regardless of the safeguards on the United States side of the border, a potential danger to the health region will exist unless health and sanitation south of the border are improved. Mexican interest and cooperation in the joint effort is high. Full-time health officers have been appointed in the Mexican states bordering the international boundary to cooperate with United States authorities in investigating health hazards and in taking corrective measures.

It is estimated that over 16 million persons crossed the United States - Mexican border during a recent year. This large interchange of people indicates the possibilities for transmission of diseases from one side to the other and the necessity for improving health and sanitation in border cities and towns to prevent the spread of disease. The office at El Paso was active during 1947 in the promotion of such health and sanitation measures as the improvement of the water supply, proper sewage and garbage disposal, the eradication of flies, mosquitoes, and other insects, and the immunization of children against contagious and communicable diseases prevalent in the border areas.



Social security

The Interdepartmental Committee began a program of cooperation with other American republics in social-security administration in 1947.

The first United States Inter-American Institute on Social Security was held in Washington from June 9 to June 27. The Institute was planned and conducted by the Social Security Administration of the Federal Security Agency. Its purpose was to acquaint leaders in social-security administration from other American republics with the administration of the social-security system in the United States and to effect an exchange of experience among the participants. Eight American republics were represented at the Institute besides the United States: Costa Rica, Cuba, El Salvador, Guatemala, Haiti, Honduras, Mexico, and Panama. The participants were leading officials in responsible positions in labor and social-security departments of their governments.

Principal topics discussed at the Institute on Social Security were old-age and survivors insurance; unemployment insurance; the three categories of public assistance, aid to the needy aged, aid to the needy blind, and aid to dependent children; and the programs of maternal and child health and child welfare. At each morning session some phase of social security was presented by an expert, usually a bureau director of the Social Security Administration. In the afternoon a round-table discussion was held on the morning's topic. Discussions were lively and provided a valuable interchange of information and viewpoints on the laws, administration, and problems of social security in the various countries.

Visits were paid to various Federal, State, and local administrative offices of the several social-security programs. A day was devoted to inspection of the wage-records office of the Bureau of

Old-Age and Survivors Insurance where wage credits are posted to the accounts of more than 75,000,000 employees. Another day was spent in the Maryland Unemployment Compensation Commission office in Baltimore. The operations of the regional office of the Social Security Administration in New York were observed and visits were made to county and private welfare and health agencies in Suffolk County, Long Island. A day was spent at United Nations headquarters in Lake Success, New York, and visits were paid to sessions of the United States Senate, the House of Representatives, and the Supreme Court.

Library exchange

Cooperative enterprises in library matters, to be effective, must be carried on over a period of years. The year 1946–47 witnessed the culmination of many years' effort to lay down a substantial foundation in the field of library cooperation among the American republics.

When the Library of Congress published in 1898 the *List of Books Relating to Cuba* by A. P. C. Griffin, it began a series of bibliographical and reference works on Latin America which is probably unique in the history of international cultural cooperation. It would be difficult to find anywhere in the world a similar sustained effort by any national library to make known the publications of another area of the world. The complete list is an impressive record of guides and bibliographies on almost every aspect of the life and thought of Latin American countries and every one of the 20 countries is represented, as well as Puerto Rico

and the Philippines. (The most up-to-date list is that which appears on pages 34–36 of *The Hispanic Activities of the Library of Congress*, Washington, 1946.)

Though there was steady progress and publication after the first bibliography in 1898, the tempo increased after the establishment of the Hispanic Foundation in 1939. Under the Interdepartmental Committee on Scientific and Cultural Cooperation, a well-rounded bibliographical program has been developed by the Library of Congress. In 1941 funds were first granted to prepare a comprehensive series of bibliographies on the art, law, official publications, and music of Latin America. *A Guide to Latin American Music* was prepared in 1945; *A Guide to the Art of Latin America* has been completed; and a series of guides to legal literature and to official publications has been initiated. By June 1947, all guides were either completed or well on their way toward completion. Through this impressive series of guides the Library of Congress has made a substantial contribution to the collection of basic bibliographical material in the Americas.

Perhaps even more important to inter-American library cooperation was the Assembly of Librarians of the Americas, held at the Library of Congress from May 12 to June 6, 1947, with the assistance of the Interdepartmental Committee. All but two of the 20 Latin American republics were represented by men or women active in library or educational fields. Over 100 librarians from the United States, Canada, Puerto Rico, and the Philippines also attended. The American Library Association, the Pan American Union, and the Carnegie Endowment for International Peace contributed to the holding of the Assembly.

The objective of the Assembly was "to foster library development in the Americas and to stimulate library relations among the countries of the Americas, within the framework of world library development and in the interest of world-wide Hispanic studies". The daily discussions covered practically every aspect of library problems. Various committees were set up for extended discussion and consultation: acquisitions, bibliography, technical processes, education for librarianship, library services and development, and inter-American library relations. Fifty-seven resolutions were adopted to record the considered opinions of the delegates. These will serve as a charter for library development in the Americas for years to come.

Following the sessions in Washington, the delegates made a four-week tour across the country, visiting typical libraries and

bibliographical centers in New England, the Middle West, the Southwest, and California. The last week of their transcontinental trip was spent in San Francisco attending the annual convention of the American Library Association. Their visits gave the delegates an opportunity to meet North American library leaders who had not been able to attend the Washington sessions and to discuss with them problems of mutual concern. The Assembly was a significant milestone in inter-American library relations and will have a continuing influence far beyond the year 1947.

In addition the Library of Congress carried on various other activities through the Committee, such as the detail of library specialists, the Hispanic Exchange project, and the preparation of the *United States Quarterly Book List*. One library expert completed, in December 1946, some 18 months of service in the Biblioteca Nacional of Brazil. Another was detailed to serve in the Biblioteca Nacional of Venezuela. These library specialists gave assistance in modernizing the catalog controls of the national libraries of those countries.

During the year four issues of the *United States Quarterly Book List* were prepared and distributed to libraries and other cultural institutions throughout the American republics and were, in addition, sent to other parts of the world. The *Book List* is a highly selective and annotated list of currently published American books designed to provide people abroad with accurate information on the most important books coming out in the United States. Copies of the books are contributed by private publishers for review by authorities in the various fields, both private and governmental.

The Hispanic Exchange project made possible an intensification of our exchange relations with libraries, universities, museums, government agencies, and other scientific and cultural institutions throughout the American republics. Indeed, one of the first cooperative international cultural programs developed in the United States grew out of the joint resolution of Congress of July 20, 1840, which provided for the exchange of books and documents for foreign publications (5 Stat. 409).

Regular library exchange is ordinarily limited to Library of Congress publications and duplicates not required by the Library. These do not, however, wholly satisfy the needs of the American republic institutions with which the United States has exchange relations. In addition, therefore, current United States books,

catalog cards, albums of folk music, and microfilm or photostat copies of specific items requested are sent out under the Hispanic Exchange project. In return, the Library of Congress receives many valuable materials for its exchange collections.

Educational research

Another participant in the program of the Interdepartmental Committee is the United States Office of Education. A series of basic studies on education in a number of Central and South American countries has been undertaken. This is part of a program to promote understanding of educational conditions in other American republics and to encourage cooperation in the field of inter-American education. The project was begun in the fall of 1943. Specialists of the Office of Education have worked in various republics, gathering first-hand data on their educational systems and preparing reports from these data for publication.

The information in these studies is valuable to college registrars, committees on admission to colleges, and state departments of public instruction, whose responsibility is to evaluate credentials for study completed abroad, and to Government officials and educational institutions planning study programs for students and teachers who come from the other American republics to the United States. The studies are likewise of value to corresponding groups in the other American countries.

The study of the Bolivian educational system was completed in 1947. There remains only a study of the Argentine school system

to complete the series. The studies of Peru, Chile, Colombia, Costa Rica, Guatemala, Ecuador, El Salvador, Nicaragua, and the Dominican Republic have been published.

Anthropology

Two programs in anthropology and related sciences are being carried out by the Smithsonian Institution under the auspices of the Indepartmental Committee. Both are designed to promote mutual understanding and respect by bringing together scientists and scholars of the American republics in cooperative teaching, research, and publishing programs.

In recent years the importance of the indigenous American cultures as they have influenced and are influencing modern civilizations of the American republics has become increasingly apparent. Simultaneously there is need for a more complete understanding of how these cultures developed and how, after the Conquest, they assimilated with the culture of the conquerors. The problems of gathering the basic data and publishing the materials have seemed so vast that heretofore no attempt has been made to undertake this task. Through the *Handbook of South American Indians*, prepared under the direction of the Smithsonian Institution, the collaboration of approximately 100 authorities in South and North America is making available to scholars and laymen these vital data. Two volumes dealing with the so-called "marginal" tribes and the Andean region have already been published. Two more volumes, dealing with the Amazon

Basin and the Caribbean cultures, are to appear in 1947. The final volume, a topical treatment, will follow in 1948.

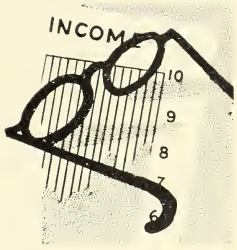
The establishment of the Institute of Social Anthropology in the Smithsonian Institution is an indication of increased recognition of the importance of the social sciences in dealing with social and economic problems in the Americas, including the United States. Some of these problems partially stem from a lack of knowledge and understanding of large segments of the populations of these countries. Particularly important are Indian groups, mestizos, Negro minorities, and, in many cases, the basic rural populations themselves. Field techniques developed in recent years by American students in the social sciences make possible the gathering and analysis of data dealing with such peoples with a maximum of efficiency and useful results. These techniques presuppose, however, thorough specialized training.

The Institute of Social Anthropology maintains headquarters in Washington for general planning and direction. At the request of governments of American republics, anthropologists, cultural geographers, sociologists, and linguists are sent to cooperate with educational and scientific institutions in those countries. The cooperating agencies supply office and laboratory space, library facilities, facilities for teaching, cooperating personnel both for classroom instruction and field research, funds for field research, and funds for publication of parts of the result of such research. Though the program varies from country to country, depending upon the precise needs and desires of the local institutions, the basic plan is the same. During a part of each year classroom instruction is given in the general concepts and techniques of the social sciences. These background courses are followed by seminars in which the specific scientific problems and needs of each country are considered. Then, for periods of from three to six months, advanced students are taken to the field where, in a laboratory setting, they are taught to apply their classroom knowledge to a concrete situation. These research programs involve long-range studies of selected groups or rural native populations to ascertain the factors that account for the present mode of living, as reflected in basic economies, handicrafts, food habits, social organization, religion, and other aspects of life.

The results of the field teams are prepared for publication in monograph form, some to be published by the American republic institution in the language of its country and some to be published in English in a new Smithsonian series, *Publications of the*

Institute of Social Anthropology. Thus, in addition to fulfilling the very necessary requirement of field instruction, the basic data gathered during these field investigations are made available to all interested persons. These include United States Government agencies concerned with such problems as the human element in agricultural research, health and sanitation, or census projects, and the educated non-specialist who wishes to have access to authentic accounts of the populations of the other American republics. To the cooperating countries the published data will be of great value in dealing with numerous problems affecting native populations, such as resettlement, marketing, labor supply, and education.

Programs are currently being carried out in cooperation with the Escuela Nacional de Antropología e Historia in Mexico City, the Instituto Etnológico of the University of the Gaucha in Popayán, Colombia; the Instituto de Estudios Etnológicos in Lima, Peru; and the Escola Livre de Sociologia e Politica of São Paulo, Brazil.



Economic research (national income and balance of payments)

The Office of Business Economics of the Department of Commerce works cooperatively with other American republics in developing research techniques to secure reliable official national-income and balance-of-payment statistics. These serve as a more objective basis for export-market analysis, foreign-loan policy, and international trade and monetary policies. The other govern-

ments are eager to have these statistics to guide their internal economic policies.

During 1946–47 an expert from the United States spent six months in Venezuela organizing a continuing program of national income research and training a local staff. The Central Bank officials and research workers were advised on the theory and methods of national-income research, and assistance was given in carrying forward a continuing program of economic analysis by use of income-research techniques. An inventory of available statistical sources was made, and a test estimate of the 1936 national income of Venezuela was constructed as a model by the United States consultant and his Venezuelan colleagues. The Central Bank of Venezuela is publishing a detailed report of the work.

In Colombia a national income-research program was initiated with the setting up of the organization, preliminary staff training, and adoption of a work program.

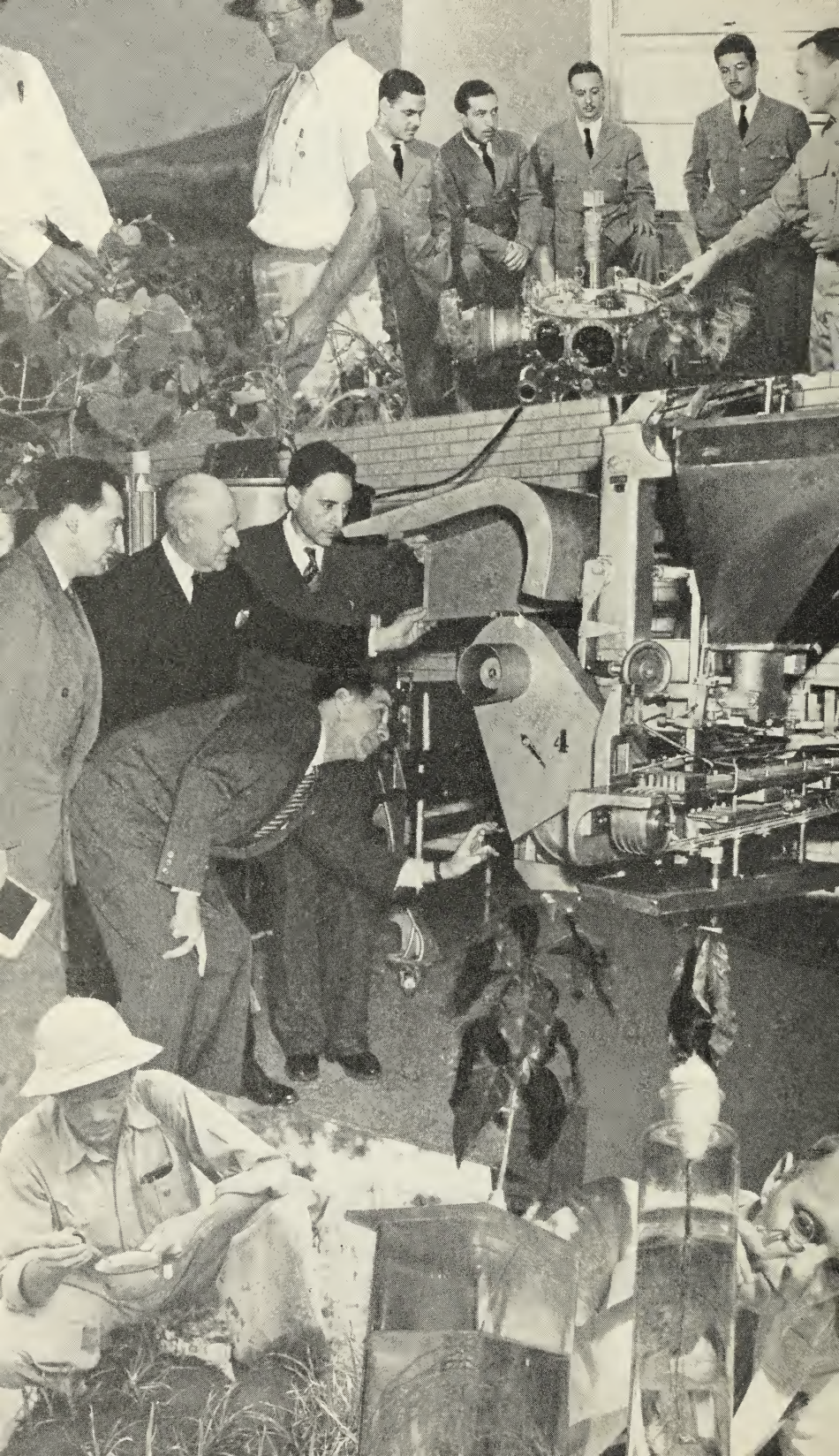
A training program supplements the advisory consulting work. Training grants were awarded to a national of each of six countries: Brazil, Colombia, Costa Rica, Mexico, Paraguay, and Venezuela. The training program is designed to qualify research workers from the other American republics to make reliable estimates of the national income of their countries for use by those countries in stabilizing and expanding their domestic economies and for use by the United States and various international organizations.

Transportation

A small beginning was made by the Interdepartmental Committee on Scientific and Cultural Cooperation in 1947 on giving assistance to the other American republics on problems of transportation.

A representative was sent by the Office of International Trade of the Department of Commerce to Colombia to improve the operations of existing railway facilities. Local railroad officials and shop supervisors were trained in the proper repair and maintenance of locomotives and other railroad equipment. Recommendations were made concerning the organization, equipment, and physical layout of railroad repair shops, including new equipment needed to increase the operational efficiency of the railroads. Arrangements were made for three Colombians to come to the United States to be trained in railway shops.

After five months the Colombian Government was so well pleased with the assistance provided that it offered to reimburse the United States Government for all expenses necessary for the continuance of such assistance for another year.



Loan of experts and technicians

An effective and lasting way in which the United States is cooperating with the American republics is by lending experts and technicians in many fields for temporary periods of assistance. In this way some of the highly specialized knowledge and techniques which have been developed in the United States over long years of research and experience are made available to other governments. Results and methods of research, planning, operation, and administration which have proved valuable in this country are imparted to experts and administrators in other countries. Common problems and similar situations will respond to similar knowledge and treatment. Through the loan of United States experts as consultants, considerable progress has been made in solving some of the economic and social problems of the other American republics.

Public Law 545 of the 75th Congress, approved May 25, 1938 (52 Stat. 442), amended by Public Law 63 of the 76th Congress, apprvoed May 3, 1939 (53 Stat. 652), authorized the temporary detail of United States Government experts and specialists to governments of other American republics, Liberia, and the Philippines.[1] Administration of the law by the Department of State has been closely related to the program of the Interdepartmental Committee on Scientific and Cultural Cooperation, because of its predominantly American-republic coverage, because of the cooperative nature of the projects and because the personnel lent are, for the most part, employees of agencies conducting other cooperative programs with Latin America under the Committee. The detail of technical experts under this law is correlated with

[1] For text of Public Law 63, see annexes, p. 103.

other scientific and technical projects which the Committee may be administering in the other countries.

Public Law 63 provides that an employee possessing special training and experience may be assigned for temporary service for a period not exceeding one year, upon request by a government of an American republic, Liberia, or the Philippines. The detail may be extended, if special circumstances warrant, for additional periods not to exceed six months. From 1938 to July 1947, 139 specialists and technicians have given assistance to these countries. The average detail lasted seven months; the range has been from nine days to two and a half years. Most of the experts were United States Government employees; a few with specialized knowledge were drawn from private business or institutions and became employees of the United States Government for the period of their assignments abroad. The assistance given other governments has been widely varied.

Nature of Assistance Provided by U. S. Technical Experts From 1938 to July 1947

Aviation	7	Taxes	1	Railroads	1
Chemical	2	Statistical	5	Free ports	1
Child welfare	1	Social security	2	Engineering consultation	6
Coal	3	Police instruction	2	Geologists	7
Customs	1	Rubber	2	Tire rationing	1
Prisons	1	Patrol boat operations	1	Libraries	5
Livestock	3	Meat refrigeration	1	Finance	2
Cotton gin	1	Agricultural engineering	2	Fisheries and wildlife	19
Agriculture	34	Electric power	4	Immigration	5
Irrigation	3	Public health	1	Navigation Aids	1
Hydrology	3	Foreign affairs	1		
Rural education	1	Highways	6		
Tariff and commercial policy	3				

Number of Details to Each Country From 1938 to July 1947

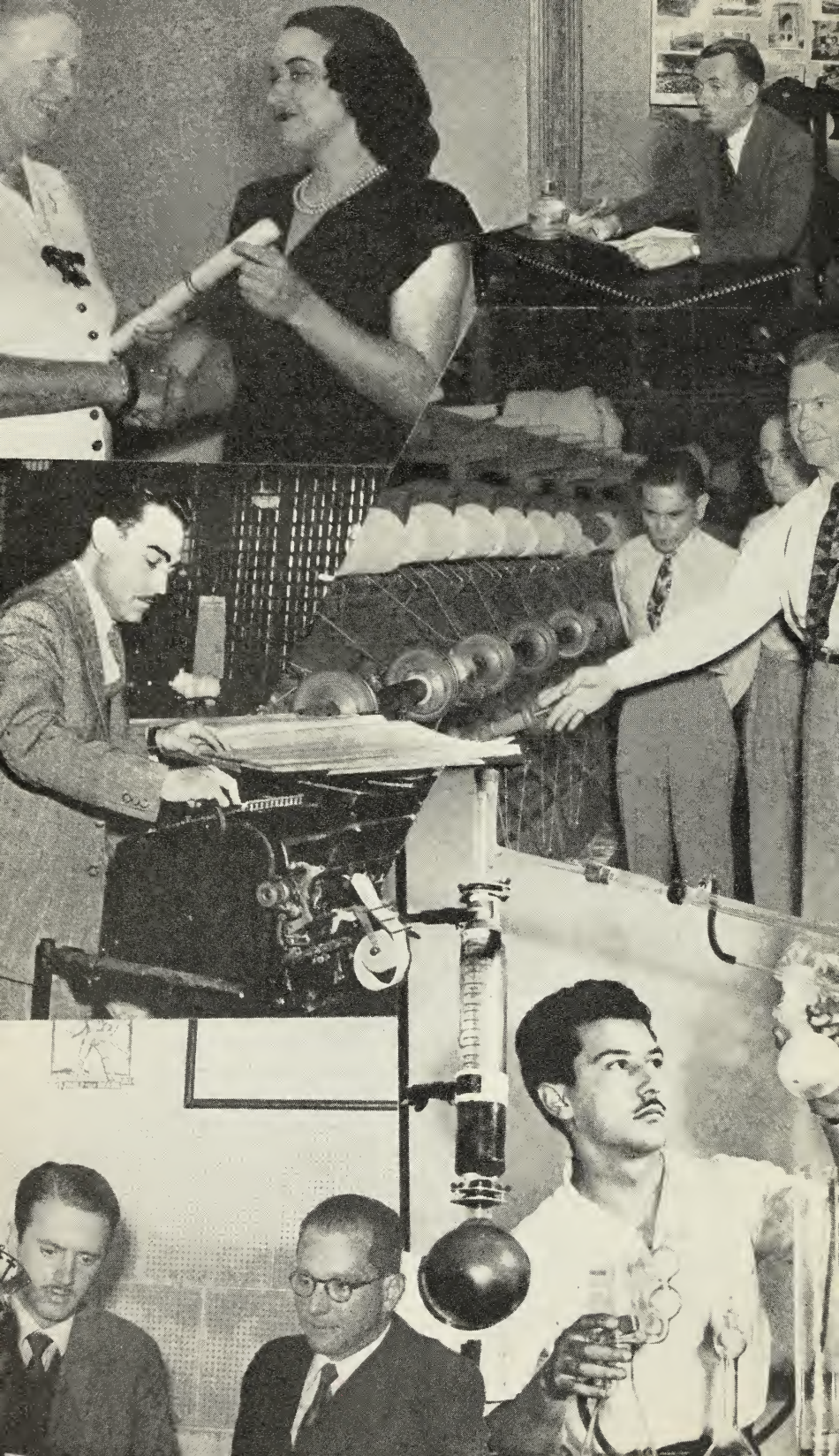
Argentina	1	Ecuador	9	Paraguay	2
Bolivia	0	El Salvador	1	Peru	12
Brazil	8	Guatemala	9	Philippines	5
Chile	11	Haiti	3	Uruguay	1
Colombia	18	Honduras	0	Venezuela	25
Costa Rica	3	Liberia	4	Australia [1]	1
Cuba	1	Mexico	10		
Dominican Republic	6	Nicaragua	4		
		Panama	5		

[1] By special legislation, Public Law 678, 76th Cong., 3d sess. (54 Stat. 691) and Public Law 172, 77th Cong., 1st sess. (55 Stat. 591).

Although Public Law 63 allows payment of expenses by either the United States Government or other governments, in practice less than a half dozen assignments have been made without financial contribution by other governments. The other governments pay part or all of the expense. Funds may be accepted by the United States Government in advance and placed in a trust fund for subsequent payment of expenses incurred; any unexpended balance is returned to the other government. Or, alternatively, the other government may reimburse the United States Government for the amount of salary and other expenses paid directly by the United States. The average detail has cost $5,523. The average payment by other governments has been $2,700, or about 49 percent. The total cost of 139 details to June 30, 1947, was $767,688, of which other governments paid $374,721. It is estimated that the amounts paid directly by other governments to support the various programs in which United States officials have assisted run into millions of dollars. It has been the trend for the other governments to defray each year a higher percentage of the costs than they did in the previous year.

During 1946–47, 46 experts served under the provisions of Public Law 63. Twelve of these were agricultural experts from the Department of Agriculture. United States agricultural missions were sent to Colombia and Panama to assist in developing crops complementary to the United States economy and agricultural extension programs. Library experts aided the National Library of Venezuela and the Library of the Instituto Agronômico do Norte at Pará (Belém), Brazil, in cataloging procedures and organizational problems. A United States aviation mission of four technicians from the Civil Aeronautics Administration went to Peru and assisted on such aviation problems as radio communications, airways engineering, airport construction, air traffic control, and air regulations.

Four experts made a survey of Guatemalan fishery and wildlife resources. A survey of a deep-water entrance to Lake Maracaibo, Venezuela, was completed by four engineers of the Office of the Chief of Engineers of the War Department. Other experts gave advice and assistance in child welfare, hydrology, geology, irrigation, social security, navigational aids, highways, electric-power development, and statistics.



Exchange of persons

Personal acquaintance and friendship between individuals of similar interests is a real and lasting way of creating mutual understanding and exchanging knowledge and ideas among the peoples of the world. Personal contacts intensify and increase receptivity and absorption of information.

An active and influential part of the program of the Interdepartmental Committee on Scientific and Cultural Cooperation is the promotion of exchange of outstanding individuals of the 21 American republics. Financial grants-in-aid are provided to enable professors, specialists, and graduate students of the United States and the other American republics to exchange professional visits for work and study in educational, governmental, and private institutions. Grants-in-aid are also provided for industrial and in-service trainees from the other American republics to enable them to come to the United States for specialized on-the-job training. Most of these people are drawn from private occupational groups.

The Division of International Exchange of Persons of the Department of State includes among its responsibilities the administration of these interchanges. It plans and evaluates such exchanges. With the advice and assistance of United States diplomatic missions and selection committees abroad, other agencies of the Government, and private professional organizations and institutions, it arranges for the selection of the persons to partici-

pate in the program.[1] The Division also plans itineraries for travel, observation, research, and study in the United States which will bring the visitors from other American republics into contact with professional groups in this country and acquaint them with the latest developments in their fields of interest. It encourages the organization in various parts of the United States of orientation centers for students and trainees coming into the United States from the other American republics. And finally, the Division assists all of these visitors to make contacts throughout the United States which will reveal American ways of thinking and living and which will give Americans opportunities to become acquainted at first hand with our neighbors to the south.

Many of the persons exchanged have already attained prominence in cultural, literary, and artistic fields, and their visits with colleagues in other countries open up channels for subsequent exchanges of ideas and artistic achievements which grow and develop.

Often the selection of individual exchange participants is related directly to other projects of the Interdepartmental Committee program. For example, a professor from a university in the United States who is an expert in agricultural extension work may be chosen to go to several of the other American republics to give assistance to some of the technical projects sponsored by the Committee. Likewise, students coming to the United States may be selected to study in fields which will contribute directly to such scientific and technical projects in their home countries.

In planning, initiating, and carrying into effect these international exchanges, the Department of State relies upon the advice and experience of other Government agencies and private educational, research, and philanthropic institutions and organizations, in the United States and abroad, which are interested or engaged in such programs. The Department works with such groups in order to prevent unnecessary duplication of effort, to coordinate this type of international activity with related programs, and to enlist the maximum cooperation of interested and competent organizations in its work.

[1] As of July 1, 1947, administration of the student and industrial trainee program is shared by the Department of State with the United States Office of Education and the Department of Commerce respectively.

Government in-service training programs

Under the Interdepartmental Committee on Scientific and Cultural cooperation a government in-service training program of far-reaching significance has matured. Various Federal agencies are providing opportunities to persons from other American republics for technical, professional, and administrative training. During 1946–47 more than 325 selected trainees were given planned and supervised in-service training in 10 United States Government agencies. The experience of working in a Federal agency is often supplemented by study at universities and observation and training in private agencies and institutions. Such training offers the trainee an invaluable and extended contact with the knowledge and techniques used in the United States in carrying on research, and in developing, managing, and improving its public services. It offers the trainee a vital experience in democracy in action.

Training projects are carefully designed by the member agencies of the Interdepartmental Committee to supplement and strengthen the consultative services and cooperative technical projects being carried out in the other American republics. They are related to the particular needs of the various countries for trained personnel and their available specialized educational institutions. The training is intimately geared to follow through on Committee projects already begun and to assure a long-term, widening effect in the years to come.

Individual trainees are carefully selected by the Federal agencies with the help of recommendations from the other governments and the American Embassies. They have usually had advanced study and some experience in their fields of specialty. In most cases they are already in government service and have shown marked aptitude and potential capacity for greater responsibility.

Sometimes they are "key employees", having already attained positions of leadership and supervisory responsibility. The Federal agency offering the training determines a selection on the basis of the technical competence of the candidate, his educational background and experience, the recommendations of agency representatives overseas, consultation with the ministries and authorities in specialized subjects, and contacts with former trainees and scholarship students who have returned and are working in their countries.

In-service training is provided through three different types of grants. "A" grants are those in which all expenses—travel, maintenance, supervision, and all incident expenses—are paid by the United States Government; "B" grants are those in which all trainee expenses are met by the trainee himself, the sending government, or other sponsor; and "C" grants are those in which both governments jointly finance the training. Each year since the training program started has seen a trend in the direction of greater contributions by other governments toward financing trainee expenses. The proportion varies among the different agencies as the other countries begin to see the effects of the work of returned trainees.

In-service training was provided in 1946–47 in some 36 broad fields. The training periods ranged from one to fifteen months.

A training experience

What does an in-service trainee do? How does he spend his time in the United States? The program of a trainee in the Soil Conservation Service of the Department of Agriculture is a good example.

After the trainee has received informal but thorough orientation in Washington for two or three weeks and has brushed up on his English at the Orientation Center in the James Ormond Wilson Teachers College in Washington, he is ready to go to a field station and begin to learn by doing. It is the aim of the Soil Conservation Service to place each man at a field station located in a small town of 1,000 to 10,000 inhabitants representative of a cross section of life in the United States. In such a locality the trainee comes into close and intimate contact with American customs and life. Here he may board in a typical North American home, find a church of his choice, attend meetings of various civic groups, and

become interested in local sports and many other activities. Many of the trainees have made hosts of friends. The local residents have generally learned as much from these visitors as the visitors have learned from them.

Upon arrival at the field station, the trainee undergoes an intensive, down-to-earth course of work and study. As a member of the regular staff, he takes part in all activities of the station. He belongs to a unit directed by from one to five technicians who are responsible for the surveying and the planning of farms and ranches in their district. This district may consist of a few farms and ranches or it may have many hundred. The supervisors of the trainees are selected not only for their technical knowledge but also for their ability to impart it to others.

For the first six or seven weeks of his field training, the trainee is placed at a station in a section where climate, rainfall, topography, and agronomic conditions are as near like those in his home country as possible. At this first station he studies conservation surveys, bores holes in the earth for samples of soil, makes maps of farms and ranches, and performs all of the many duties involved in making up a soil and conservation survey map.

The trainee continues his work-study training in two or three other locations in the United States where topographic, agronomic, and climatic conditions are different from his first station. In addition to broadening his technical knowledge in the field of soil conservation, this affords him an opportunity to become better acquainted with the United States. Toward the end of his training, the tenth and eleventh months, the trainee usually spends his time at two or three Soil Conservation Service research stations getting information on the experimental work being done toward the conservation of soil and moisture.

The trainee learns, during a six or seven months' period of training and study, the reasons for soil conservation of the agricultural land of the world and the ways and means of applying practical and economical conservation methods. As he progresses, he works successively as a soils and conservation surveyor, then an agronomist, an agricultural engineer, a forester, a biologist, and finally a farm planner. The supervision for this intensive training is provided by the experienced technical men of the Soil Conservation Service. The training offers him the opportunity to benefit from the long, hard, trial-and-error years which were required to work out present conservation practices of proved value in the United States.

Varied training offered by an agency

Training programs are by no means stereotyped. They are planned to give the kind of experience wanted by different trainees, and flexibility permits deviations to meet individual and country needs. Illustrative of the variety of training experiences afforded by one agency is the Civil Aeronautics Administration program.

Twenty Latin Americans started a one-year training course in air-traffic control and communications during the past year. This was the fourth group trained in air-traffic control and communications, this phase of training having been introduced in 1943. Classroom instruction, supervised laboratory experience, and on-the-job training are carried on at the CAA aeronautical training center at Oklahoma City.

In addition a total of 25 grants were awarded in the "key employee" project, a type of training which was introduced in 1946 and which has met with a very favorable reception. It provides opportunity for high-level aviation technicians and supervisory personnel to study current methods and techniques in a specialized field of aviation determined according to the individual needs of the trainees. These "key employee" trainees are men already officially employed or technically experienced in aviation.

Twenty-two top-ranking civil aviation officials, in the most strategic positions in civil aeronautics in their respective countries, were given grants to study the organization, administration, and operation of civil aviation as developed in the United States. These "key officials" studied for a period of two months, their studies including both United States Governmental agencies responsible for the control of civil aviation, such as the Civil Aeronautics Administration, the Civil Aeronautics Board, and the Aviation Division of the Department of State, and private organizations such as the International Air Transport Association and the Aircraft Industries Association of America. The knowledge gained from these experiences is being applied directly in the reorganization and modernization of government agencies in Latin America which control civil aeronautics in those countries.

Thirteen trainees were awarded grants in the aviation-industry training project under which they receive practical on-the-job training in private American aviation organizations for approximately a year. Each trainee was placed in accordance with his own qualifications and the needs of his country. Some of the companies in which the trainees were placed were: The Glenn L.

Martin Company, Pratt and Whitney Aircraft Corporation, Capital Airlines, Chicago & Southern Airlines, American Overseas Airlines, Wright Aeronautical Corporation, and Bendix Aviation Corporation.

Of the 869 nationals of other American republics trained in the first four civil-aviation programs, more than 600 are now employed in Latin American aviation. The value of this training program is partially reflected in the roster of representatives at the last International Civil Aviation Organization meeting in Montreal and in the membership of delegates from Latin America at the earlier international civil aviation conference in Chicago. Twelve of the delegates at Chicago were graduates of this program; four of the five delegates from Ecuador were trained in the program. The ICAO representative from Bolivia, the Director of Civil Aeronautics in Bolivia, and the Director of Civil Aeronautics in Guatemala are graduates of the program.

Effects of training program

The steadfast and widening effects of the entire in-service training program are apparent from the positions of importance which many former trainees now hold in their governments. Illustrative are the following:

Positions Now Held by Former Trainees

Field of training	*Position now held*
Agriculture, Extension Service	Director General of Agriculture, Ministry of Economy, Ecuador
Agriculture, Extension Service	Chief of Training Section, Extension Service, Department of Agriculture, Chile
Agriculture, Soil Conservation Service	Inspector General, Department of Soil and Water Conservation, Ministry of Agriculture, Mexico
Agriculture, Soil Conservation Service	Chief, Department of Soil Conservation, National Ministry of Agriculture, Guatemala
Agriculture, Soil Conservation Service	Chief, Division of Agrology, Soils and Fertilizers, Ministry of Agriculture, Peru
Bureau of the Budget, Public Administration	Delegate to U.N.; chairman of Committee on Contributions and member of Advisory Committee on Budget, U.N.; Director of Division of Administrative Management, Ministry of National Assets and Administrative Inspection, Mexico

Field of training	*Position now held*
Bureau of the Budget, Public Administration	Director of Personnel, UNESCO; Director General, Ministry of Foreign Affairs, Haiti
Bureau of the Budget, Public Administration	Chief Administrative Analyst, Ministry of National Assets, Mexico
Commerce, Weather Bureau	Chief, Climatological Division, Meteorological Service, Bolivia
Commerce, Weather Bureau	Chief, Meteorological Division, Department of Agriculture, Venezuela
Commerce, Civil Aeronautics Administration	Administrator, Patilla National Airport, Panama
Commerce, Civil Aeronautics Administration	Director of Civil Aeronautics, Bolivia
Commerce, Civil Aeronautics Administration	Director of Civil Aeronautics, Guatemala
Commerce, Bureau of Census	Director of Statistics, General Statistical Office, Ecuador
Commerce, Bureau of Census	Chief, Territorial Division, General Statistical Office, Chile
Federal Security Agency, Vital Statistics	Director General of Statistics, Ecuador
Federal Security Agency, Vital Statistics	Chief, National Office of Biostatistics, Ministry of Health, Colombia
Federal Security Agency, Vital Statistics	Director, Bureau of Statistics and Census, Panama
Federal Security Agency, Vital Statistics	Director General of Statistics, Paraguay
Federal Security Agency, Vital Statistics	Chief, Vital Statistics Section, National Health Service, Haiti
Federal Security Agency, Vital Statistics	Chief of Demographic Statistics, National Bureau of Statistics, Peru
Federal Security Agency, Public Health	Secretary of State for Public Health, Dominican Republic
Federal Security Agency, Public Health	Chief, Malaria Division, State Department of Public Health, Venezuela
Federal Security Agency, Children's Bureau	Assistant Director of Social Service, Ecuador
Federal Security Agency, Children's Bureau	Minister of Culture, El Salvador
Federal Security Agency, Children's Bureau	Chief, Children's Bureau, Ministry of Health and Welfare, Peru
Interior, Fish and Wildlife Service	Director of Fisheries, Ministry of Agriculture, Peru
Interior, Fish and Wildlife Service	Technician and Adviser, Corporación de Fomento de la Producción, Chile
Labor, Women's Bureau	Chief, Division of Women and Children, Department of Labor, Chile
Labor, Women's Bureau	Chief, Division of Women and Children, Department of Labor, Mexico

Field of training	*Position now held*
Labor, Women's Bureau . . .	Director of Home Industries for Women, Department of Labor, Peru
Labor, Labor Standards . . .	Director of Safety Inspection, Department of Labor, Brazil
Labor, Labor Standards . . .	Chief of Safety Inspection, Department of Labor, Peru
National Archives, Archival Science	Executive Officer, National Archives, Cuba
Tariff Commission, Tariff Administration	Special Assistant to the Minister of Finance, Paraguay
Tariff Commission, Tariff Administration	Chief of Customs Collection, Chile

A significant result of the training program is the intimate acquaintance which trainees have with democracy in the United States. They work side by side with American scientists, technicians, and administrators, applying themselves to common problems and undergoing common experiences. They usually gain a respect for the enthusiasm and industry of their fellow workers. They meet and associate with Americans in many walks of life and in many areas of the country. They see the way Americans live and how they think. Lasting personal and professional friendships are made. Contacts are opened up for exchange of specialized information, new research developments, perfection of new techniques, and establishment of a basis for continued and permanent cooperation.

Philippine training program

In April 1946 Congress passed and the President signed the Philippine Rehabilitation Act of 1946 (Public Law 370, 79th Congress, 2d session). Training of Philippine nationals in United

States Government agencies is a part of the program for economic rehabilitation of the Philippines. In planning and carrying out the technical training program, the experience and administrative machinery of the Interdepartmental Committee on Scientific and Cultural Cooperation have been used.

The act provided that up to 850 citizens of the Republic of the Philippines, designated by the President of the Philippines, might be trained in the United States by these eight Federal agencies:

Public Roads Administration, Federal Works Agency: A maximum of 10 engineers from the staff of the Philippine Public Works Department may be trained in the construction, maintenance, and highway traffic engineering and control necessary for maintenance and efficient and safe operation of highway transport facilities.

Corps of Engineers, United States Army: The Chief of Engineers of the United States Army is authorized to provide training for a maximum of 10 engineers from among the engineer officers of the Philippine Army and the staff of the Philippine Public Works Department in the construction, improvement, and maintenance of port facilities and other improvements on rivers and harbors.

United States Public Health Service, Federal Security Agency: At any time prior to January 1, 1948, a year of training may be provided to not more than 100 Philippine citizens in public-health methods and administration in appropriate schools or colleges in the United States.

United States Maritime Commission: The United States Maritime Commission is authorized to train a maximum of 50 Philippine citizens each year prior to July 1, 1950, in the Merchant Marine Cadet Corps and at the United States Merchant Marine Academy. These trainees are subject to the same rules and regulations as the regularly enrolled cadets of the two schools.

Civil Aeronautics Administration, Department of Commerce: Not more than 50 Philippine citizens may be trained each year before July 1, 1950, by the Civil Aeronautics Administration in air-traffic control, aircraft communications, maintenance of air-navigation facilities, and other airman functions.

Weather Bureau, Department of Commerce: The Weather Bureau is authorized to provide training for 50 Philippine citizens in the first year and 25 in each succeeding year prior to July 1, 1950. Training includes meteorological observations, analyses,

forecasting, briefing of pilots, and other meteorological duties for maintenance of general weather service and for air navigation and the safe operation of air traffic.

Coast and Geodetic Survey, Department of Commerce: Training may be provided by the Coast and Geodetic Survey for 20 Philippine citizens each year prior to July 1, 1950, to equip them to take over and continue the survey work interrupted by the war and resumed under the Philippine Rehabilitation Act.

Fish and Wildlife Service, Department of the Interior: The Fish and Wildlife Service may offer one year's training at any time before July 1, 1950, to not more than 125 Philippine citizens in methods of deep-sea fishing and techniques for developing fisheries.

By June 30, 1947, there were 152 Philippine trainees in the United States. Fifty were training with the Civil Aeronautics Administration, 21 with the Fish and Wildlife Service, 50 with the Maritime Commission, and 31 with the Weather Bureau. It was expected that the other four agencies would be training their quotas of trainees in the near future.

Exchange of hemisphere leaders, professors, and specialists

The cooperative program with the other American republics for exchanges of hemisphere leaders, professors, and specialists under the Interdepartmental Committee was begun in 1940.

During 1946–47, 63 distinguished leaders and specialists, representing the 20 other American republics, were awarded grants

for professional visits to the United States. Over half of these were directors or outstanding professors in universities and research institutes, public officials administering cultural and social-welfare programs, and prominent members of civic and private professional organizations. On an average they spent three months in the United States, observing the latest developments in the humanities, sciences, and professions, making friends and exchanging information and ideas with United States colleagues, and establishing and renewing contacts with professional organizations. They were led by their interests into every corner of the country, into laboratories, industrial plants and experiment stations, newspaper offices, libraries, universities, and homes.

Among these distinguished visitors from the American republics were the following:

Martin Noel, President, Argentine Academy of Fine Arts.

J. Martagao Gesteira, Chief, Children's Bureau, Ministry of Education and Public Health, Brazil.

Alfonso Leng, Dean, School of Dentistry, University of Chile.

Francisco de la Carrera, Vice Dean, School of Sciences, University of Habana.

Ruben Borba de Moraes, Director, National Library, Brazil.

Hector M. Sierra, Chief, Agricultural Information Division, Ministry of Agriculture, Guatemala.

Pompilio Ortega, Director General of Agriculture, Honduras.

Jorge Basadre, Director, National Library, Peru.

Felipe Gil, Secretary, University of Montevideo, Uruguay.

The fields of specialization of the leaders and specialists who came to the United States during 1946–47 included:

Education and library science	Fine arts
Social sciences	Economics and statistics
Medicine, dentistry, and public health	Engineering and architecture
Journalism and publishing	Natural sciences
Public service and social welfare	Humanities
Agriculture and agricultural sciences	

During 1946–47 six specialists from the United States received grants from the Department of State to visit the other American republics:

Philip D. Bradley, Professor of Economics, Harvard University.

Purpose: To study public finance and confer with colleagues in Venezuela, Colombia, Peru, Chile, Argentina, Brazil.

Requested by: Department of State in cooperation with Guggenheim Foundation.

Phil S. Eckert, Head, Department of Agricultural Economics and Rural Sociology, Montana State College.

Purpose: To serve as consultant in agricultural credit, Inter-American Institute of Agricultural Sciences, Turrialba, Costa Rica.

Requested by: Inter-American Institute of Agricultural Sciences, Turrialba, and National Bank of Costa Rica.

Herman H. Henkle, Director, Processing Department, Library of Congress.

Purpose: To confer with leading librarians, Guatemala, Venezuela, Brazil, Peru, Argentina, Uruguay, Chile.

Requested by: Library of Congress.

Roscoe Hill, Head, State Department Archives Division, National Archives.

Purpose: To confer with archivists in Colombia, Panama, Costa Rica, Nicaragua, Honduras, El Salvador, Guatemala, Mexico.

Requested by: National Archives.

J. L. Kask, California Academy of Sciences.

Purpose: To serve as consultant in marine biology and fisheries problems in Costa Rica.

Requested by: Government of Costa Rica.

Mark H. Watkins, Professor of Anthropology and Sociology, Fisk University.

Purpose: To make survey of native languages for campaign against illiteracy in Guatemala.

Requested by: National Indian Institute, Guatemala.

Thirty-two professors in American colleges and universities were awarded direct grants in 1946–47 to enable them to conduct regular courses or lecture series in universities and other institutions of higher learning in the other American republics. Fourteen conducted full-year courses and the rest offered shorter courses, some at summer sessions. In addition, under a general grant-in-aid awarded to the Texas State College for Women, seven professors taught in a summer field school of the College of Saltillo, Coahuila, Mexico.

These 39 American professors taught in 25 different institutions in the following 14 republics: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Guatemala, Honduras, Mexico, Peru, Uruguay, and Venezuela. Their fields of specialization included: English languages and American literature, social sciences, humanities and fine arts, physical sciences, medicine and public health, and agricultural sciences.

In addition to conducting regular university courses, these professors also acted as consultants to educational authorities, lectured before popular audiences, prepared textbooks and research materials for publication in Spanish and Portuguese, and participated in other projects of the cultural-relations program. Four of these professors planned and began new courses

at the institutions in which they were teaching—courses in statistics, botany, physics, and psychology. Since their return to the United States they have widely shared what they gathered in their travels and work by writing articles and by lecturing.

These professors came from all parts of the United States: thirteen from the Middle West, five from the South, seven from the Southwest, six from the Middle Atlantic States, five from New England, and three from the Pacific Coast. They have represented, too, a wide variety of institutions:

Catholic University of America
College of William and Mary
Columbia University
Harvard University
Loyola University (Chicago)
Madison College (Virginia)
Massachusetts Institute of Technology
Minnesota State Teachers College (St. Cloud)
Northwestern University
Oregon State College
Princeton University
Stanford University
Texas State College for Women
University of Chicago
University of Cincinnati
University of Illinois
University of Miami
University of Michigan
University of North Carolina
University of Wisconsin
Washington University
Yale University

During 1946–47 three professors from Latin American institutions were awarded grants to enable them to conduct courses in American universities. Egydio de Castro e Silva, National School of Music, University of Brazil, conducted a full-year course in Latin American music at Tulane University. Mario de Sonza Lima, Department of Philosophy, Science and Letters, University of São Paulo, Brazil, taught a full-year course in Portuguese language and Brazilian literature at the University of San Francisco. Ermilo Abreu Gómez, Professor of Latin American Literature, National University of Mexico, taught courses in Latin American literature at the summer session at Middlebury College. In the course of their visiting professorships, these men lectured widely to academic and civic groups in the cities in which they taught and in adjacent areas.

From 1941 through June 1947, 222 specialists and professors from the United States have received grants-in-aid from the Department of State to assist them in carrying out work financed cooperatively by the United States and the other American republics. A total of 487 specialists and professors from the other American republics have received similar help in coming to the United States during the same period.

These distinguished leaders return to their homes with their knowledge of problems and movements in other countries quickened and refreshed. They frequently undertake the development of inter-cultural projects—the exchange of other specialists, professors, or students, for example, or the translation of a needful scientific text. Often they stimulate similar trips on the part of colleagues. Always, in one way or another, they enlarge the channels for a lively, sympathetic flow of ideas among peoples and among specialists dealing with the same bodies of knowledge and struggling with similar problems.

Assistance to graduate students

Equally effective as a means of increasing understanding among the American republics is the exchange of graduate students. The long-range value of student exchanges is evident. Rhodes scholarships have sent to England from many parts of the world young men who in later life have attained prominence in their governments or professions. The use of Boxer indemnity funds for bringing Chinese students to American universities has helped develop a strong friendship between the people of China and the United States.

The purpose of the program of aid to students under the Interdepartmental Committee on Scientific and Cultural Cooperation is to sustain a flow of superior students between the United States and the countries of Latin America. Grants to graduate students are cooperative, the expenses being shared not only by the govern-

ments concerned but also by universities, teaching hospitals, private foundations, women's clubs, and other service organizations. Fellowship holders are placed only in universities which give free tuition. The grants-in-aid are for maintenance or travel, or both, but do not provide academic fees.

In 1946–47 the Department of State gave grants to 198 students representing each of the other American republics. Of these, 62 received maintenance and travel, 133 maintenance only, and 3 travel only. During the same period grants were made to 15 United States graduate students for study in the other American republics. Thirteen received travel and maintenance grants and two travel only. From the funds available during this period three grantees of the previous year were given special assistance, two receiving maintenance and one travel. Eleven of the fifteen are veterans of World War II. Fields of study included humanities and the fine arts, economics, history, and language.

Many students from the other American republics have experienced serious language difficulties upon their arrival in the United States. While they may have a good theoretical knowledge of English, they have had little experience with "living in English" and its spoken idiom. To help students become adjusted here, the United States Government gives a grant-in-aid to the National Education Association to provide an English teaching center for newly arrived students. A full-time school is maintained at the James Ormond Wilson Teachers College in Washington, D. C., where students and trainees receive English instruction and supplementary information in American history, customs, and university organization. During 1946 short summer sessions were also held through similar grants at Wellesley College, Bucknell University, Louisiana State University, and Mills College.

The convention for the promotion of inter-American cultural relations, signed at Buenos Aires December 23, 1936, provides for the annual reciprocal exchange of graduate students and teachers. The countries awarding fellowships pay tuition fees and maintenance of students; the nominating governments or individual students pay travel costs. The United States Government pays tuition in addition to a maintenance allowance of $135 a month for 12 months and a yearly allowance of $150 for books and incidental expenses. During 1946–47, no United States students were exchanged under this program. Largely because of wartime

transportation stringencies, no United States students were exchanged during the war period. Directly after the war large numbers of United States students began to go to Latin America under the G. I. Bill of Rights, and during 1946–47 the Department of State's attention was concentrated on facilitating this exchange.

Twenty-six students from the other American republics came to the United States in 1946–47.

The results of student exchanges are both direct and indirect, tangible and intangible. A despatch to the Department of State from the American Consul in Pernambuco, Brazil, July 30, 1947, told of the son of the editor of an established newspaper, who had just returned from the United States: "During a visit he paid to the Public Affairs Officer attached to the Consulate, Guido Ferandes expressed his deep appreciation for the privilege of visiting the United States and studying American agriculture. He added that although he knew practically nothing about the United States before leaving Brazil, he now felt well acquainted with our country and its people, having conceived the greatest admiration for both." In Montevideo, Uruguay, some 200 Uruguayans met for dinner with the United States Ambassador on July 4, 1946. All had studied in the United States in universities, industrial establishments, private or governmental agencies. After the dinner it was decided to organize a society called "Alumni" to continue their friendships and contacts with the United States.

As one American professor who visited Colombia has written, Colombian students come to the United States "to specialize at the graduate level in medicine, law, engineering, dentistry, etc., and return to their native land as lifelong apostles of friendliness and good neighborliness in the two Americas."

Industrial training program

The industrial training program is based on the belief that the sharing of American technical "know-how" is a step toward international prosperity and harmony. There are two phases to the program: financial assistance to citizens of the other American republics in the form of grants and nonfinancial assistance to industry and other governments for training on a world-wide basis.

During 1946 and 1947 under the inter-American trade-scholarship program, the Department of State awarded 47 maintenance and 46 travel grants to young men from the other American republics. Although 65 percent of the trainees were engaged in various branches of engineering and mechanics, grants were also made for training in such fields as industrial chemistry, banking and insurance, graphic and industrial arts, and forest utilization. In all cases the emphasis was on actual operations, and the construction and maintenance of matériel, rather than on theory. For example, a Bolivian graduate engineer placed with the West Virginia State Highway Commission was able to practice the latest techniques of highway construction: planning, surveying, grading, draining, and the design and construction of roads, culverts, and bridges under conditions similar to those encountered in Bolivia. A Chilean studied sawmill operations and learned reforestation methods in the Cascade and Cumberland mountains.

The Panama - United States cooperative training program was an offshoot of the cooperative fellowship program requested by the Panamanian Government, which felt that practical training was as essential to the development of the country as academic instruction. Under this program the Government of Panama provided all travel expenses including travel within the United States;

the firm offering the training supplied the living allowances, and the Department of State provided other expenses. Six trainees were brought to this country under the program to train in fields specified by the Government of Panama as particularly important to its industrial advancement. Three grants were made in the field of electrical engineering, specifically, power distribution, the construction and maintenance of electric machines, and automatic telephony. The other three grants provided training in the operation and maintenance of Diesel engines, machine-shop practices, and refrigeration and air conditioning.

Not only does industry train the Department's grantees and supply their living allowances; it also sponsors its own training projects. Consequently, a major part of the Department's program consists of providing information on Federal legislation which affects alien trainees, and aiding firms in solving problems which arise from the presence of aliens in the country. During 1946 and 1947 the Department assisted in the initiation of almost 100 projects and advised 200 firms on problems which developed during the course of training. Under one of the projects initiated in 1946, the Westinghouse Electric International Company trained 120 plant superintendents and other key officers of Industria Electrica de Mexico, S. A. Similar assistance was given to several other foreign governments.


MUSICAL AMERICA

Cultural centers

In the streets of the capital cities and principal towns of countries south of the Rio Grande the remark, "I learned to speak English at the cultural center", is increasingly heard on every hand. Through their contribution in lessening the language barriers between peoples of the Americas, the United States - sponsored cultural centers in Latin America have opened, via the spoken word and the printed page, a wide avenue of information on every aspect of life in the United States. Through cordial personal relationships developed between American teachers and Latin students in cultural-center classrooms, many people in the neighboring republics have come to know personally and to like "Norteamericanos".

Although the value to this Government of providing assistance to foreign groups dedicated to studying English and sponsoring programs featuring all aspects of life in this country was not fully realized before 1940, several such centers sponsored by private groups were in existence prior to that time. The Instituto Cultural Argentino-Norteamericano in Buenos Aires, for example, was founded in 1927. The cultural center in Córdoba, Argentina, was founded in 1931 and the Instituto Brasil - Estados Unidos in Rio de Janeiro in 1935. When this Government began its program of cultural cooperation, assistance was given to cultural centers which shared our faith in hemisphere cooperation and sought to satisfy local curiosity about the United States. The Government's program of assistance was first started by the Office of the Coordinator of Inter-American Affairs; it was taken over by the Department of State in July 1943.

By the end of 1943 there were 18 major cultural centers. Now there are 29 major centers, 3 English-teaching programs, and 41 branch centers. During the year 1947 the branch centers at Santos, Brazil, and at Valparaiso, Chile, became independent of the major cultural centers and received direct assistance from the United States for the first time. A new center was opened at Ciudad Trujillo, Dominican Republic, and preliminary organizational work was done for a center at Panamá, Republic of Panama. Centers now exist in every capital in the other American republics except El Salvador and also in many major provincial cities. The amount of assistance provided by the United States Government under the Interdepartmental Committee on Scientific and Cultural Cooperation through the Division of Libraries and Institutes of the Department of State has increased from $181,000 in 1943 to $600,000 in 1947. Cultural centers were supplied with 27 United States administrators and teachers in 1943 and 81 in 1947.

Language instruction is the primary activity of the cultural centers—teaching English to nationals and Spanish and Portuguese to resident United States citizens. The regularly attending student body is responsible for much of the importance of the centers as institutions of cultural interchange. Classes are offered in elementary, intermediate, and advanced English, Spanish, and Portuguese—conversational classes, classes in composition and phonetics, and special review classes for advanced students. A speaking knowledge of the language is stressed, as the students are desirous of using their new skill in their jobs, in advancing their careers, and in preparing themselves for study or training in the United States. Large centers include in their curricula classes in American history, government, music, art, and literature and special courses offered by visiting United States lecturers. During vacation periods, seminars for teachers of English are held, with courses ranging from those giving teachers more familiarity with speaking and teaching English to study seminars giving a rounded view of life in the United States.

The libraries represent another important service in the cultural centers. The book collections are being developed with the aim of establishing United States libraries in miniature, with emphasis on lending and reference service. Eventually it is hoped that these collections will be focal points for information on the United States. American librarians and technicians are sent to the centers to organize and catalog the collections, establish circu-

lation and reference services, and train local librarians. Adequate reference collections are placed in the libraries to make them sources of information on life in the United States. Library of Congress cards are supplied for the books to aid in cataloging and classifying and to acquaint local librarians with the Library of Congress classification system. There are now over 70,000 books in the cultural-center libraries. They circulate monthly to about 25,000 subscribers and are read in the libraries by twice that many readers. Whenever possible, the cultural centers give classes in library science, usually with the cooperation of the national library or the ministry of education.

Lectures in the cultural centers are planned around the itineraries of visiting professors and specialists from the United States. The centers provide a natural setting for visiting Americans to acquaint the peoples of the country with the latest American methods in agriculture, technology, literature, history, and general information about life in the United States. During 1947 Arthur S. Aiton, professor of Hispanic-American history at the University of Michigan, visited Bogotá; Robert G. Caldwell, dean of humanities of the Massachusetts Institute of Technology, went to Lima; Kenneth J. Conant, professor of architecture, Harvard University, visited Rio de Janeiro and Buenos Aires; William D. Hesseltine, professor of history, University of Wisconsin, went to San José and Guatemala; Philip W. Powell, associate professor of history, Northwestern University, visited Quito; and Aaron Copeland, outstanding American composer, lectured at the principal cultural centers in Brazil. United States Foreign Service officers assist the cultural centers in arranging lectures by Ambassadors, Consuls, and other members of embassy and consulate staffs. Outstanding nationals—teachers, librarians, authors, and artists—also proffer their services without remuneration and are regularly included in lecture series. The audiences are almost invariably overflow crowds. Here are some typical lectures given at a cultural center: "Clinical Psychology: Its Methods and Organization in the United States", "One Hundred American Poets", "Libraries in the United States", "Aspects of Inter-American Culture", "The New Importance of the Americas", and "The United States Supreme Court as a Fortress of the Constitution and of Liberty".

Concert programs are popular in the cultural centers. Each center has a collection of over 100 albums of classical and modern music, with many works by American composers, and a radio-

phonograph and public-address system. Recorded concerts are given regularly. Many of the centers have separate music rooms, usually frequented from morning until night by students and members who come to borrow sheet music, listen to recordings, or read books on American music and composers. Concerts are held by visiting American musicians and by local artists. Occasionally new musicians are presented who demonstrate outstanding talent.

Each center has a collection of reproductions of famous American paintings. They are used to decorate the premises of the cultural centers when they are not on formal exhibit. Monthly exhibits of individual artists or of periods in American paintings are held. After a showing the exhibits are often displayed in national cultural institutions of the same cities; occasionally they are taken on tour around the country under the auspices of the Embassy and the cultural center. Photographic exhibits on the United States and the host countries and displays of handicraft and other arts are also shown; exhibits of books and bookmaking have proved very popular.

Documentary films are presented in the cultural centers under the auspices of the United States Information Service of the Embassy or Consulate. Films on history, sanitation, agriculture, business, schools, libraries, and other cultural institutions are shown twice a month or oftener if films are available. Audiences at film showings are always large, sometimes so large that a second showing is necessary to accommodate all those desiring to see the films. Following are some of a wide variety of films shown at the centers last year: "Saludos" (Greetings); "La Ciudad del Radio" (Radio City); "El Arte de Pescar" (The Art of Fishing); "El Imperio Inca" (The Inca Empire); "Paraísos Terrenales" (Gardens of Eden); "Acero, Esclavo del Hombre" (Steel, Man's Servant); and "Primera Conferencia Panamericana" (The First Pan American Conference).

A friendly, informal atmosphere in which citizens of the United States and nationals of the other American republics mingle freely is created by a balanced social program. Social activities such as receptions, luncheons, dances, and teas are planned for students and members to stimulate participation in the center by resident United States citizens and to provide an opportunity for nationals to use their newly acquired conversational English. Student clubs are an active force in many of the centers. They have had much success in organizing and financing special social

events for the students. In some centers, self-supporting tearooms are a constant meeting place for Americans and nationals.

A typical large center is housed in a former residence converted for the activities of the cultural center. The building usually contains between five and ten large classrooms, office space for the director and teachers, a salon, a library and reading room, an auditorium capable of seating 150 to 500 persons, and a kitchen. Many of the centers also have art galleries and music rooms. The centers are located fairly near the business and cultural center of the city for easy accessibility.

The aid provided by the Department of State is in the form of personnel, grants-in-aid, and materials. It amounts to less than 50 percent of the total cost of operating the centers. The larger part of the cost is defrayed from funds paid by national and resident United States members of the centers, from contributions by host governments, from interested business firms and individuals, and from class fees. A corollary to the bilateral financing of the centers is bilateral sponsorship. Each center is a local corporation, incorporated under the laws of the host country, with a board of directors composed largely of nationals, whose responsibilities include review of all fiscal and policy decisions in the administration of the center. The director is from the United States. He works closely with the Embassy, carries out decisions of the board, and plans and directs the academic and cultural programs of the center.

The rapid increase in student and public attendance at cultural centers reflects their widening influence in the communities and countries. Student attendance in 1943 was 17,000; in 1946 it was 60,000. Public attendance at lectures, concerts, exhibits, and film showings has more than tripled since 1943. The local income derived by the centers has increased at an average rate of $100,000 annually. During the calendar year 1946 the centers earned locally $489,158, or 59 percent of their total expenditures. Contributions from other governments, from United States firms, and from private individuals have risen steadily. While the centers have expanded widely in personnel and facilities over a five-year period, they have maintained a high degree of self-sufficiency, and the programs have become increasingly more cooperative.

Recognition of the work of the centers has come from private citizens and governments in the United States and abroad. Embassy and consular officials have expressed a real satisfaction in the

effectiveness of the cultural centers as a medium of increasing understanding between the people of the United States and the people of the other American republics.

Typical of the statements of appreciation of the work of the centers are the following:

A. A. Rohlfing, vice president of Cia. Johnson & Johnson do Brasil, writes:

"We have twenty of our employees studying English with the União Cultural Brasil - Estados Unidos . . . we believe your work to be a fine thing, not only in increasing the already friendly understanding between Brazil and the United States, but also in helping Brazilian and American companies to better their commercial relationships."

In an address on cultural institutes and international understanding, Joseph F. Dawson, vice president of the United States Center in Santiago, Chile, and representative of the National City Bank, New York, stated that:

". . . humanity is waiting for, almost begging for, the instruments of cooperation; . . . cultural institutes capable of great expansion in numbers within countries as well as between countries are one of the most effective means of creating understanding and world cooperation."

And Robert M. Scotten, when he was Ambassador to Ecuador, told a Quito audience:

"These centers are making an important contribution to inter-American understanding through the promotion of lectures, musical programs, art exhibits, library services, instructional programs and social . . . activities."

United States libraries

United States libraries are maintained by the Department of State in three of the other American republics as part of the program of the Interdepartmental Committee: the Biblioteca Benjamin Franklin at Mexico City, the Biblioteca Americana de Nicaragua at Managua, and the Biblioteca Artigas-Washington at Montevideo. The libraries are typical American public libraries, staffed with professional American librarians and operated in accordance with standard American library practice. They provide their users with complete and accurate information about the United States, whether of a general, technical, or scientific nature. Cultural and informational activities which they undertake in related fields, such as lectures, art exhibits, and musicales, are secondary media and of secondary importance. The small libraries attached to the cultural institutes, in contrast, are adjuncts to the centers and their activities.

The book collections of the three libraries total over 42,000 volumes with proportionate holdings of American periodicals, pamphlets, and Government documents. During 1946–47 several thousand volumes were added to the library shelves by purchase, and over 7,000 were received as gifts. During the same period over 800,000 readers used the libraries, including many thousands of children. All of the libraries contain large collections of books for children, "hobby rooms", visual-education rooms, and handicraft projects.

An important service offered by the libraries is the procurement for scholars of the other American republics of books obtainable only in special libraries in the United States. During the

year numerous requests from Latin American educators for microfilm and photostatic reproductions, particularly in chemistry and medicine, were placed by the libraries with the Library of Congress, the National Research Council, and various American university libraries. Extension and deposit loan systems are employed by the libraries to extend to people in the outlying provinces and, occasionally, to neighboring countries, the services offered by the libraries at Managua, Montevideo, and Mexico City. In addition, life in the United States is pictured regularly through art, book, and photo exhibits, lectures, and film showings. The Biblioteca Benjamin Franklin also portrays American life over the radio. Recorded musicales featuring music of the United States are popular and are scheduled frequently. The Biblioteca Benjamin Franklin also offers a special photo-duplication service to assist in the interchange of specialized information available to Mexican and American educators through no other channels. The constant demands upon the service attest to its value.

In addition to being centers of information about the life and culture of the United States, the libraries serve to demonstrate abroad the best in American library techniques and professional practice. They are looked to for advice by librarians who are developing their own national libraries and library training schools. Upon request, the directors of American-sponsored libraries have taught courses in library science which have aided in the development of trained librarians.

American schools

In the 20 other American republics there are many schools sponsored by citizens of the United States. Under the program of the Interdepartmental Committee on Scientific and Cultural Cooperation, the Department of State is assisting 270 of these schools. They provide a United States type of education to Americans living abroad and to nationals of the other American republics.

These schools are regularly chartered by the national governments in the countries they serve. They are patterned after the primary and secondary schools in the United States, with appropriate adjustments in curricula to meet local conditions. Usually the schools are administered by an American, under a board of directors composed of Americans and nationals of the country.

Since the purpose of the schools is to provide an American education, American textbooks, library books, and professional materials are used as much as possible. English is the language of instruction in some of the schools. In others, the language of the country is used, and English is offered as a foreign language to pupils of all grades from kindergarten through high school. Under the guidance of teachers and administrators from the United States, children of the other American republics share learning and recreational experiences with American children; together they absorb the thinking and democratic ideals of the United States.

Each school is, at the same time, offering in the country where it is located a working model of the American school system. In Bolivia, for example, the pattern of the curriculum offered by

the American Institute of La Paz has so interested the Ministry of Education that the Ministry is contemplating revision of the national system of secondary education to adopt some of the American school methods.

The United States Government began giving assistance to these privately sponsored American schools through the Office of the Coordinator of Inter-American Affairs in 1943. A survey of the schools had revealed a lack of effective organization and facilities which emphasized by contrast the efficiency and influence of German-sponsored schools, and had recommended a program of aid to United States - sponsored schools which would enable them to become truly representative of American educational ideals and practices. In 1943, $27,000 was granted to the American Council on Education for the operation of Inter-American Schools Service. In 1944 the Department of State continued this assistance with a grant of $200,000. In 1945, $75,000 was granted; in 1946, $120,000; and in 1947, $182,110.

The contract with the American Council on Education is administered under the guidance of a committee of outstanding American educators. While the fiscal and administrative policies applied to the program of assistance are determined by the Department of State, educational policy is determined by the local institutions. The aid consists of cash grants and the provision of American educational and professional materials, advice, and services, including the recruitment of teaching personnel.

Cash grants are made to help solve problems in internal administration or to enable schools to undertake special projects outside normal operations. Frequently a grant enables a school to employ an additional American teacher. The funds given are under a plan designed to assist the school to become self-supporting in a manner which will reflect credit upon American education. During 1947 cash grants were made to 13 American schools as follows:

Bolivia	American Institute, La Paz	$35, 000. 00
Colombia	Karl C. Parrish School, Barranquilla	7, 500. 00
Costa Rica	Lincoln School, San José	7, 000. 00
Ecuador	American School, Quito	7, 500. 00
	American School, Guayaquil	7, 500. 00
El Salvador	American School, San Salvador	6, 000. 00
Guatemala	American School, Guatemala City	5, 000. 00
Honduras	American School, Tegucigalpa	3, 248. 91
Mexico	American School, Monterrey	4, 000. 00
	American School, Puebla	5, 937. 50

Nicaragua	American School, Managua	$4,000.00
Peru	American School, Lima	3,000.00
Venezuela	American School, Caracas	10,000.00
	TOTAL GRANTED	$105,686.41

Materials and services are provided on a much wider scale. Approximately 270 schools are benefiting from this part of the 1947 program. Library books, reference books, magazines, recordings, sheet music, maps, health charts, and other teaching aids are among the items provided.

The Inter-American Schools Service keeps the schools informed of the development and application of educational thought and techniques in the United States. It provides professional advice to aid in solving specific problems relating to all activities of the schools. One of the most important services rendered is the recruitment of American teachers for the schools. The importance of this service may be gaged by the volume of work handled by the placement bureau during the quarter ended March 31, 1947. During that period 350 new inquiries from teacher candidates were received and answered. Eighty applications were processed, including the mailing of some 500 requests for recommendations, and inquiries were sent to 250 candidates previously registered with the bureau in order to maintain current information on candidates. The Service has made arrangements with prominent educators at points in the West and Middle West, who are intimately acquainted with the program and with conditions in the American schools abroad, to interview candidates who live at a distance from Washington.

American teachers selected for positions in the schools have reflected credit upon their profession and their country. Recently an able young school administrator left a $5,000-a-year United States Government job to accept work at a salary of $3,600 in an American school located at the trying altitude of 10,000 feet. A teacher in the same school has sent an enthusiastic report of the work there and has asked to be continued in her present position for a third year. Another teacher, until last year a well-paid instructor at one of the better-known small colleges in the United States, paid her own passage to Buenos Aires to accept a position at $1,000 a year. Her work has attracted city-wide attention in a city of 3,000,000 people.

The financial assistance granted by the United States Government to the American schools is for employment of American

teachers and for American teaching materials; it is not intended, nor is it sufficient, for their normal operation and maintenance. Funds for these purposes are provided locally through tuition and contributions. National governments have made notable contributions to the American schools, including exemptions from taxes and import duties on educational materials, gifts of land, use of buildings rent-free, and supplying of light, water, and other public utilities. Other free services, as well as cash gifts, have been made by business firms and individuals, both Americans and nationals. In the fiscal year 1946, when the total amount made available by the Department for assistance to the schools was $120,000, the estimated value of tuition, gifts, and contributed services from local sources was $3,158,000. While the financial assistance from the United States Government was thus relatively small, it provided the impetus for enthusiastic and fruitful local fund-raising efforts.

Guided by able educators in the United States, the schools have made significant progress toward meeting the established standards of American education. One indication of this is that the Southern Association of Colleges and Secondary Schools has accredited two of these schools: the American Grammar and High School, Buenos Aires, Argentina, and the American School, Mexico City, Mexico. At its August 1947 meeting, the Association will consider about 20 other schools for provisional or full accreditation. As requested by the Inter-American Schools Service, it will appoint a special committee for the Latin American region if the number of qualifying schools warrants such action.

Many bilingual graduates of the schools come to the United States for higher education. Colleges and universities of the United States have found them academically prepared and able to enter easily into campus life with their North American fellow students. Their accomplishments in the United States attest the reliability of the training they have received.

In Nicaragua the Minister of Education pays unofficial but effective tribute to the value of the American type of education by the enrolment of his two children in the Escuela Americana at Managua. Further evidence of the effective work of the schools is seen in the national leaders they have trained. Among them is Victor Andrade, former Bolivian Ambassador to the United States and good friend of democracy. While serving as Ambassador, Mr. Andrade wrote to the Inter-American Schools Service:

"I believe that the primary and secondary schools directed by North American teachers in Bolivia constitute the most powerful means of bringing about a solid understanding between the peoples of the United States and Bolivia. Because of the nature of his mission, the teacher lives in close contact with the public, and gives to it freely of his training and experience. For this reason, he is respected and held in high esteem by the community. . . . The North American schools in Bolivia, in addition, are a center for the diffusion of true democratic ideas that are not based upon political and economic questions, but upon the ideals of man. Therefore, their influence is permanent and serves as a basis for a future inspired by mutual respect for the ideals of liberty and honor, not only between individuals, but between communities. They also work for the complementing of the special virtues of the people of North and South America, keeping before them the ideal of developing in the future a type of citizen of the Americas who has partaken of both cultures. In conclusion, I feel it my duty to say that I have not found a more efficacious means of bringing about the goal of close relations between our two peoples than by the development of schools of this kind, complemented by a plan for cooperation in the field of higher education."

Growing lists of candidates are awaiting the privilege of enrolment in the United States - sponsored schools. Local support and active cooperation by national governments are increasing. These are evidences that the American schools are filling a real need. The intermingling of children of the American republics in classroom and school activities is a significant and enduring contribution to understanding among the peoples of the world.


LATIN-AMERICAN POETRY
ANTOLOGIA DE LA POESIA AMERICANA CONTEMPORANEA
EDITED BY DUDLEY FITTS
El Cuidado del Niño
HISTORY OF MEXICAN LITERATURE
Mientras Llega El Médico
LA VIVIENDA DEL MAÑANA
GEORGE NELSON
HENRY WRIGHT
Credo de Libertad
BARRETT H. CLARK
O'NEILL
NOVA
BIBLIOTECA DE ORIENTACION ECONOMICA
HAROLD G. MOULTON
LA ORGANIZACION FINANCIERA Y EL SISTEMA ECONOMICO
THE VENEZUELAN SALT-FISH INDUSTRIES
Introducción al Estudio de los AMINOACIDOS Y PROTEINAS
Jorge Carrera An
POEMS

Exchange of special information and materials

Information and ideas travel via the written page, as well as by personal contact. The conferences of American republics in 1936 and 1938 gave considerable attention to recommending measures for stimulating a flow of information among the peoples of the republics through their books and publications. Resolutions for exchanges in cultural, scientific, and educational fields were adopted. The member agencies of the Interdepartmental Committee on Scientific and Cultural Cooperation carry on varied programs for furthering the circulation of information and ideas among the American republics through books, periodicals, and other printed and visual media.

In a radio address May 10, 1947, Assistant Secretary of State William Benton said:

"One thing about knowledge, such as contained in these books, is that we can share it with other people and yet we ourselves have no less of it. Instead, we have more of it. Wherever knowledge spreads, new facts and information will be discovered to add to that which is already known. That is the way of science. That is the way of truth. . . . we want the world to know the facts in the firm conviction that, upon the free flow of objective information, the good-will, stability and peace of the world in large part depend."

Translation program

The translation program is one way of maintaining a full exchange of ideas and information among peoples speaking different languages. The translations prepared under the auspices of the Interdepartmental Committee on Scientific and Cultural Cooperation enhance the exchange-of-information program by presenting information in the various languages of the American republics, so that it may be used readily by all interested persons.

Among the publications regularly translated are United States Government publications. The translating program has a twofold purpose: to provide translations of technical and nontechnical publications for use in connection with other projects of the Interdepartmental Committee and to make available to the other republics translations of publications in fields in which the United States has made outstanding contributions, such as public health, aviation, agriculture, industrial safety, and child care.

During the six years the project has been in active operation, approximately 2,500,000 copies of some 235 Spanish, Portuguese, and French translations have been distributed directly to the other republics. In addition, large numbers of copies have been sold by the Government Printing Office, and copies have been printed abroad by other governments either by usual methods or by use of plastic plates, which may be bought by government agencies for reprinting copies for free distribution or sale at cost. The translations have also appeared in serial form in periodicals of the other republics.

Two important translations completed within the past 12 months were Spanish editions of 10 pilot-training manuals of the Civil Aeronautics Administration and revised Spanish editions of the Children's Bureau publications, *Infant Care*, *Prenatal Care*, and *Your Child From One to Six*. The Instituto Internacional Americano de Protección a la Infancia, with headquarters at Montevideo, cooperated in this latter undertaking. The original Spanish editions of the Children's Bureau pamphlets distributed in 1943 were immediately in such demand that the number of copies printed fell far short of filling the needs for the pamphlets which developed in connection with public-health programs, training courses, clinics, and similar undertakings. This important and continuing demand prompted preparation of Spanish editions of new and

completely revised English editions of the pamphlets. Portuguese and French editions of the pamphlets have been equally popular.

The project for translation of Government publications has been carried out mainly by the Division of Language Services, Department of State. Translations are made by the staff of that division and by outside experts under contract for specialized publications. Selections of books to be published are made jointly by the Division of Language Services, agency members of the Interdepartmental Committee, other divisions of the Department of State, and United States Embassy officials abroad. The Interdepart-departmental Committee works on the translating program mainly through its Subcommittee on Translations and Publications, which reviews and passes on proposed selections.

The program for the exchange of special information is used by the member agencies of the Interdepartmental Committee to supplement and aid their technical and scientific projects and their training programs. Reports and results of research and surveys are published, sometimes in English for United States readers and sometimes in Spanish and Portuguese for readers in the other American republics. The Women's Bureau has an active program for distributing information about women workers, their employment opportunities and conditions, and their organizations and work in the hemisphere. From the technical and scientific projects of the Women's Bureau last year came two bulletins which were published, *Women Workers in Paraguay* and *Women Workers in Peru*, compiled from data secured in a survey of conditions in those two countries. The Division of Labor Standards has translated and disseminated in the other republics information on the administration of labor laws, industrial relations, and the employment of youth.

Out of a survey by experts from the Fish and Wildlife Service a 530-page volume was published by the United States National Museum in 1946, *A Descriptive Catalog of the Shore Fisheries of Peru*. A report by a CAA airport engineer, *Airport Facility Data, Republic of Costa Rica*, was reproduced in mimeograph and made available to United States aviation companies operating through Costa Rica. A *Report on Proposal to Create a Foreign Trade Zone in the Republic of Panama*, the result of a survey by a United States Department of Commerce expert detailed to the Panamanian Government, was mimeographed and made available to

the business interests in Panama. A reprint was made in 1946 of *Land Conditions in Venezuela and Their Relations to Agriculture and Human Welfare*, first published in 1942 as the report of a United States soil-conservation mission to Venezuela.

During 1946–47 the Civil Aeronautics Administration had an accelerated program of translation and distribution of aeronautical publications to the other American republics. This is closely tied in with its technical and scientific projects and trainee programs. The pre-eminent position of the United States in civilian aeronautics equipment has created a demand for technical information by foreign governments, technicians, students, businesses, and people generally. Titles most frequently requested for distribution during the past year were *The CAA Radio Instrument Landing System*, *Radar Aids for Airport Traffic Control*, and *CAA Very High Frequency Omni-Directional Radio Range*. In return, other countries have sent their aeronautical publications and reports of aeronautical developments to the Civil Aeronautics Administration. Approximately 35,000 copies of the Spanish editions of eight flight manuals of the CAA were distributed in the other American republics. The last two manuals of the complete series were being printed in June 1947.

The Library of Congress has a large share in the exchange-of-information program of the Interdepartmental Committee. Its Acquisition Department has made a wide distribution of pamphlets, photostats, microfilm copies, photographs, and printed catalog cards to the other American republics. Its Reference Department prepares the *United States Quarterly Book List*, the United States share in carrying out the recommendation of the Inter-American Conference for the Maintenance of Peace, Buenos Aires, 1936, for issuance of a quarterly bulletin of recently published books. The *Quarterly Book List* is a careful selection and a brief review of outstanding United States publications in the fields of the fine arts, literature, philosophy and religion, biography, the social sciences, biological and physical sciences, technology, and reference volumes. Reviews are made voluntarily by known authorities, private and governmental, in the various fields. Publishers contribute volumes for review.

Translation, publication, and distribution of nongovernmental books are also a part of the Interdepartmental Committee program for exchange of information. The Division of Libraries and Institutes, Department of State, contracts with Science Service to

carry on this part of the exchange program. Science Service is a nonprofit educational and scientific institution established in 1921 to bring science to the people through various media. Its trustees are nominated by the National Academy of Sciences, the National Research Council, and the American Association for the Advancement of Science. In cooperation with 43 Latin American publishers and 53 United States publishers, Science Service has aided the translation of United States books into Spanish or Portuguese. Latin American and United States publishers and cultural-relations officers in the American Embassies suggest books for publication in translation; in some instances Science Service conducts surveys to determine what works should be aided.

The amount of financial support given is not a real measure of the full value of this activity. The project has brought together publishers of the several countries and has often resulted in commercial cooperation between them. Major grants are given for publication in translation of books which would probably not otherwise be translated. Grants are also given for books that might possibly be translated but at a price so high that the number of readers would be very small. Many translations in Spanish and Portuguese are now appearing in the other republics at prices equivalent to those of the original editions published in the United States. Books representative of United States culture, published commercially by Latin American publishers, are often purchased for distribution through the American Embassies to libraries and institutions in the other American republics.

A wide field of publication is covered by the Science Service program: literature, political economy, history, sociology, psychology, education, mathematics, chemistry, physics, biology, agriculture, poetry, music, medicine, public health, and fiction. Because of the demand which exists in the other American republics for scientific, technical, and medical information, major emphasis has been placed on books in these fields. Texts for medical schools have received major attention, because of the importance of health problems to the other American republics and because of the scarcity of medical books in their schools. From an original list of 117 books in this field, a dozen or so of the most necessary texts, one book in each subject, were selected for translation. Experts with experience in the medical schools and health programs of the other American republics, as well as officers of leading medical, health, and hospital organizations in the United

States, participated in the selection. The foreword of the Spanish translation of *Manual de Medicina Tropical* states well the spirit and purpose of these medical translations:

"Mankind's continuing battle against disease is a concern of all the peoples of the world, no matter where they live, what language they speak or what flags earn their allegiance. . . .

"Fortunately for the peoples of the world, scientific knowledge, particularly medical and health information, traditionally is the rightful possession of all who need it. There is no more important freedom for a united world than the freedom of scientific research and information.

"This book brings into useful form the accumulated knowledge of an important field of medicine. As a part of their firm belief in the importance of international cooperation and interchange, the people of the United States through their government have participated in the mechanics of publishing in the Spanish language this important medical text and clinical volume."

This translation program is not a one-way affair. The publication in English of books originally published in the other American republics is recognized as important, and grants for English translations of such books are being made. The extent of this phase of the program is limited by the ability and desire of United States publishers to publish translations of books from the other American republics. To bring to the attention of American publishers the books available for English translation, Science Service from time to time sends to all publishers in the United States a *Latin American Book Memorandum.*

Periodicals as well as books are a part of the translation program. Support has been given to the Committee on Inter-American Scientific Publications, with headquarters at Harvard University, to aid in the publication of scientific and scholarly papers by Latin American scientists in appropriate United States journals in English translation. Reciprocally, the committee is also providing scientific, medical, and other journals in the other American republics with authoritative and specially prepared articles by American scientists and others to acquaint readers with the latest developments in this country. Extensive lists of scientists and medical men and women in various countries and lists of journal editors have been compiled and made available.

Book exhibits and fairs

Another way of exchanging information among the American republics is by participation in book exhibits and fairs. This part of the program of the Interdepartmental Committee on Scientific and Cultural Cooperation is carried on by the Division of Libraries and Institutes of the Department of State. Lack of funds has precluded participation in annual international book fairs, such as those sponsored by the governments of Mexico and Cuba. Traveling book exhibits have been developed to a limited extent, however. Whenever possible these traveling exhibits are planned to coincide with the timing of fairs and conferences held in various cities on their itineraries. The cultural centers and American libraries are the main points for showing the exhibits. If desired, the exhibits are shown also in foreign institutions in provincial cities, with the cooperation of ministries of education and other interested officials. Eventually, the books in these traveling exhibits come to rest in the cultural centers and are thus made permanently available to the Latin American reading public.

Traveling exhibits are designed to demonstrate some particular subject field or a special segment of American literary production, based primarily on advice received from the United States missions on the inquiries and interests of people in the countries. For example, 250 books of Americana, chosen for their pictorial excellence, were furnished for display in connection with the second annual book fair held in Guatemala during September 1946. The exhibit proved so popular that four sets of the collection were purchased for simultaneous tour elsewhere on the continent. This collection includes outstanding examples of bookmaking, children's literature, books on contemporary architecture, housing, city planning, arts and crafts, and books on the American scene. Catalogs in Spanish and Portuguese accompanied the exhibits and will serve as a permanent bibliographical reference tool for persons who become acquainted with the collection during its display.

A large traveling exhibit was en route to other American republics in the summer of 1947. The four sets of the exhibit include 700–800 titles of representative textbooks for elementary and secondary schools and books in the field of education, including theory, principles, methods, and philosophy of education. Four sets of this collection were shipped during June and July for first showings in the fall of 1947. One showing will be in connection with the third annual book fair in Guatemala during September

and another with the first exposition of American books and pedagogical material to be held in Lima in October under the sponsorship of the Ministry of Education. Catalogs were prepared to accompany the exhibit.

Two other traveling exhibits are being shipped to Latin America. One is a collection of some 230 books published by university presses in the United States. The titles were selected from the *Catalogue of Books From University Presses in North America, Selected for Their International Interest*, issued by the Association of American University Presses in 1946, augmented by a few titles published subsequently. The books were chosen for their professional excellence and for their portrayal of the American way of life.

Reciprocally, the Division of Libraries and Institutes helps to exhibit in this country the literary production of the other American republics. An example of this was the display throughout the United States in the summer of 1947 of Argentine and Uruguayan books which were donated by publishers to Dr. Edward Larocque Tinker, when he visited those two countries as a travel grantee from the Department.

Other aspects of the publication and exchange program

Another aspect of the book program is the presentation and exchange of American publications to libraries in the other American republics. The American Library Association has administered this program under contract to the Department of State. The program has been in effect since 1943 but will be drawn to a close as of December 31, 1947, because no funds are available for its continuance. During the years since 1943, grants for carrying this project have totaled $365,000. More than 100,000 volumes, ranging in subject matter from scientific and medical literature to modern American fiction, have been distributed to 986 libraries in Latin America.

Another way of making American publications known in the other American republics has been to furnish small sums, approximately $500, to each Embassy for the purchase of American publications, either in English or in translation, which were available on the local market. These publications were presented to institutions having specialized needs and interests; or the books were furnished as prizes for essay contests, English class compe-

titions, etc. This proved an effective way of meeting small, spontaneous, on-the-spot needs which could not be fulfilled from Washington. The project served also to stimulate the interest of the local book market in American publications.

A third manner of presenting American publications has been multiple distribution through the Embassies of inexpensive editions of classics or works of wide appeal. Forty-four titles of works by such authors as Emerson, Jefferson, Mark Twain, and Thomas Wolfe, and a number of reference books have been distributed. The number of copies distributed has varied from 50 to 4000.

An indication of reciprocity in the book presentation program is the fact that during the six months from July 1946–December 1946 the Department received 1,420 items from Latin America for distribution to institutions in this country. These ranged in quantity from a single book or pamphlet to a bundle of publications. Similarly, the American Library Association, during a ten-month period, received approximately 3,000 items in exchange for those sent out through the Department's projects. The average reciprocal return to the United States in books from other American republics has been 250 publications monthly.

Annexes

Public Law 63—76th Congress
Chapter 110—1st Session
H. R. 3134

AN ACT

To amend the Act entitled "An Act authorizing the temporary detail of United States employees, possessing special qualifications, to governments of American republics and the Philippines, and for other purposes", approved May 25, 1938.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act entitled "An Act authorizing the temporary detail of United States employees, possessing special qualifications, to governments of American republics and the Philippines, and for other purposes", approved May 25, 1938, be, and the same is hereby, amended to read as follows:

"That the President of the United States be, and hereby is, authorized, whenever he finds that the public interest renders such a course advisable, upon agreement with the government of any other American republic or the Government of the Commonwealth of the Philippine Islands, or the Government of Liberia, if such government is desirous of obtaining the services of a person having special scientific or other technical or professional qualifications, other than those persons covered by the Act of May 19, 1926 (44 Stat. 565), as amended by the Act of May 14, 1935 (49 Stat. 218), from time to time to detail for temporary service of not exceeding one year at a time, under such government, any such person in the

employ of the Government of the United States: *Provided*, That the President may, in extraordinary circumstances, extend the period of such detail for one or more additional periods of not to exceed six months each: *Provided further*, That while so detailed, such person shall be considered, for the purpose of preserving his rights and privileges as such, an officer or employee of the Government of the United States and of the department or agency from which detailed and shall continue to receive therefrom compensation, and he may receive additional compensation from the department or agency from which detailed not to exceed 50 per centum of the compensation he was receiving as an officer or employee of the United States at the time of detail, and shall receive from the United States reimbursement for travel expenses to and from the place of detail and monthly allowances determined by the President to be adequate for quarters and subsistence during the period of such detail. The additional compensation, travel expenses, and other allowances authorized by this Act to be paid to any such officer or employee shall be paid from any appropriations available for the payment of compensation and travel expenses of the officers and employees of the department or agency from which he is detailed: *Provided*, *however*, That if any government to which a detail is authorized by this Act shall express the desire to reimburse this Government in whole or in part for the expenses of such detail, the President is authorized, when he deems it in the public interest, to accept such reimbursement and the amount so received may be credited to (a) appropriations current at the time the expenses of such detail are to be or have been paid, (b) appropriations current at the time such amounts are received, or (c) in part as provided under (a) and in part as provided under (b) hereof; and such amount shall be available for the purposes of the appropriations to which credited: *And provided further*, That if any such government shall express the desire to provide advances of funds to be used by this Government, in whole or in part for the expenses of such detail, the President is authorized, when he deems it in the public interest, to accept such advances of funds, and the amounts so received may be established as a trust fund, to be available for the purpose and under the provisions of this Act until the termination of the detail; any unexpended balance of the trust fund to be returned to the foreign government making the advance."

Approved, May 3, 1939.

Public Law 355—76th Congress
Chapter 616—1st Session
H. R. 5835

AN ACT

To authorize the President to render closer and more effective the relationship between the American republics.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in order to render closer and more effective the relationship between the American republics the President of the United States is hereby authorized, subject to such appropriations as are made available for the purpose, to utilize the services of the departments, agencies, and independent establishments of the Government in carrying out the reciprocal undertakings and cooperative purposes enunciated in the treaties, resolutions, declarations, and recommendations signed by all of the twenty-one American republics at the Inter-American Conference for the Maintenance of Peace held at Buenos Aires, Argentina, in 1936, and at the Eighth International Conference of American States held at Lima, Peru, in 1938.

SEC. 2. The President is authorized to create such advisory committees as in his judgment may be of assistance in carrying out the undertakings of this Government under the treaties, resolutions, declarations, and recommendations referred to, but no committee or member thereof shall be allowed any salary or other compensation for services: *Provided, however,* That they may, within the limits of appropriations made available therefor by the Congress, which appropriations are hereby authorized, be paid their actual transportation expenses and not to exceed $10 per diem in lieu of subsistence and other expenses while away from their homes in attendance upon meetings within the United States under instructions from the Secretary of State.

Approved, August 9, 1939.

Agreement for Agricultural Experiment Station in El Salvador

AGREEMENT
between the United States of America and El Salvador approving memorandum of understanding, signed October 21, 1942
effected by Exchange of Notes signed November 24 and December 2, 1942, effective October 21, 1942

The Secretary of State to the Salvadoran Minister

DEPARTMENT OF STATE
WASHINGTON
November 24, 1942

SIR:

I have the honor to refer to a Memorandum of Understanding dated October 21, 1942, and signed by the Honorable Claude R. Wickard, Secretary of Agriculture of the United States of America, and by you, relating to the establishment and operation of an agricultural experiment station in El Salvador, which reads in English and Spanish as follows:[1]

MEMORANDUM OF UNDERSTANDING

In conformity with the desire of the Government of El Salvador that the Government of the United States of America cooperate in the establishment and operation of an agricultural experiment station in El Salvador for the purpose of promoting the production of basic and strategic tropical products, the Government of the United States of America, through the United States Department of Agriculture and the Government of El Salvador, through its Minister Plenipotentiary accredited to Washington, have reached the following understanding:

1. The general functions of the station shall include: (a) agronomic production investigations to promote the establishment and increase the production of complementary agricultural products, particularly rubber, fibers and insecticides; (b) agricultural engineering investigations in the cultivation, harvesting, and processing of agricultural products; (c) establishment of approved agricultural practices by agricultural extension and demonstration

[1] Spanish text not printed.

work as liaison between the station and the private farms; (d) the propagation of planting material for distribution to the farmers; (e) cooperation with other agricultural institutions of the Western Hemisphere in the promotion of tropical agriculture through consultation and the exchange of propagating material, scientific information, and personnel; (f) cooperation with public health, colonization, and agricultural rehabilitation agencies of the United States of America, El Salvador, and of the other countries of the Western Hemisphere in the development of agriculture in El Salvador.

2. The Government of El Salvador will make available all land necessary to conduct investigations and demonstration work designed to promote the profitable production of export crops, such as rubber, fibers, insecticides, medicinals, vegetable oils, et cetera, and increase the income and foreign trade of the people of El Salvador. Such lands shall be selected by the director of the station in cooperation with the appropriate governmental agency of El Salvador, and the Government of El Salvador shall permit the continued use of the land by the experiment station free of charge. The lands shall include that portion of the "Hacienda Zapotitán" owned by the Government of El Salvador, comprising approximately 350 manzanas to be made available at once, and at least three other parcels representative of various natural land divisions of El Salvador of approximately 20 manzanas each to be made available as required.

3. The Government of El Salvador also agrees: (a) to construct residences, complete with furnishings, for the North American and Salvadoran members of the staff, except stoves and refrigerators not manufactured in El Salvador; (b) to recondition and remodel existing buildings at Zapotitán which shall serve as laboratories, offices and library for technical work, and (c) recondition and remodel existing buildings or construct new buildings to serve as service buildings, including repair shops, one or more buildings for the preparation and propagation of plant material, a building for the storage of equipment and plant material, and such buildings as may be needed for studies in livestock production and the housing of pilot plants for processing agricultural production for shipment.

4. The Salvadoran Government shall provide: (a) complete furnishings, services and equipment, except scientific equipment and apparatus not produced or manufactured in El Salvador, for the laboratories, offices, and library building; (b) an adequate and

pure water supply; (c) electricity for lighting and power on 24-hour per day service; (d) a graduate medical doctor and surgeon; (e) agricultural publications necessary to the proper functioning of the station, including reference books, and all necessary journals and bulletins published outside of the United States, as well as the binding of journals; and (f) the funds necessary for the preparation, printing and distribution of four types of publications to be issued by the station, as follows:

(1) a popular Spanish periodical written for the farm family and containing articles by the staff and other qualified persons on such subjects as health, hygiene, community organization, information on the Pacific region, aims of the experiment station, treatment of agricultural practices and methodology,
(2) Farm circulars written in Spanish and issued as required, dealing with specific farm practices or products,
(3) Technical bulletins in English or Spanish dealing with the results of specific scientific investigation at the station, and
(4) An annual report in Spanish, covering the work of the station performed during the year, and the status of agriculture in the region;

(g) a director of the station; (h) the services of at least one Salvadoran scientist to cooperate with each scientist detailed to the station by the United States Department of Agriculture, and the services of technologists qualified in the fields of land-surveying, topography, drainage, drafting, minor construction, chemical analysis, and library management; (i) stenographers, clerks, mechanics, machinists, field plot and laboratory assistants, and such unskilled labor as may be necessary to conduct the work of the experiment station; (j) the transportation expenses incurred by Salvadoran and United States members of the station staff for travel on station business within El Salvador.

5. The Government of El Salvador will provide: (a) entry free of customs duties for (1) supplies and equipment for the station, and (2) supplies, clothes, foodstuffs and personal belongings of the North American members of the station staff whose salaries are paid by the Government of the United States; (b) exemption from all Salvadoran taxes based upon salaries for those North American members of the station staff whose salaries are paid by the Government of the United States; and (c) when possible Salvadoran students in graduate study in each of the fields of agriculture in colleges or universities in the United States.

6. The Government of the United States of America, through the United States Department of Agriculture, and subject to the availability of funds for the purpose, agrees to provide: (a) the services of scientists to perform the functions of agricultural engineer, plant pathologist, plant breeder, and upon agreement by the two governments, to provide scientists to perform other functions; (b) current scientific journals on plant and animal science published in the United States; (c) scientific equipment and apparatus not produced or manufactured in El Salvador; (d) stoves and refrigerators not manufactured in El Salvador, for the residences of the staff; (e) hand and mechanical tools for the station shops; (f) hospital equipment for the treatment of emergency cases; and (g) technical assistance for the designing of all buildings, including residences for the Salvadoran and North American members of the staff.

7. The Government of the United States of America and the Government of El Salvador mutually agree: (a) that in order to provide joint supervision over the cooperative aspects of the project and in order to furnish a ready means for consultation between the two Governments in regard thereto, there shall be established a commission composed of one representative of each of the two Governments; that the commission, subject to the approval of the Salvadoran Government will have authority to establish the qualifications and propose candidates for positions at the station; that the commission may delegate to the director of the station such of its functions as it may deem fit; (b) that, exclusive of salaries of the scientists made available to the station by the United States Department of Agriculture, the obligations of the United States Government shall not exceed $75,000 the first year, nor more than $25,000 in any one fiscal year thereafter; (c) that the furnishing of the items described under clauses (c), (d), (e) and (f) of numbered paragraph 6, of this Agreement shall be contingent upon the availability of supplies of such items in the United States; and (d) that the Government of El Salvador shall provide the funds necessary for the fulfilment of the obligations stipulated under numbered paragraph 3, and clauses (a), (b) and (c) of numbered paragraph 4.

8. This Agreement shall come in force on the day of signature and shall continue in force for a period of ten years, unless the Congress of either country shall fail to appropriate the funds

necessary for its execution in which event it may be terminated on sixty days written notice by either Government.

For the United States of America

Claude R. Wickard
Secretary of Agriculture

For the Republic of El Salvador

Hector David Castro
Envoy Extraordinary and Minister Plenipotentiary

Washington, D.C.
Date: October 21, 1942

It is a pleasure to inform you that the provisions of the Memorandum of Understanding as herein set forth meet with the approval of the Government of the United States of America. If they likewise meet with the approval of the Government of El Salvador, I shall consider this note together with your reply indicating the approval of the Government of El Salvador as constituting an agreement between our two Governments on the subject, it being understood that the agreement shall be effective as of October 21, 1942 and that the agreement shall continue in effect for a period of ten years, unless the Congress of either country shall fail to appropriate the funds necessary for its execution, in which event it may be terminated on sixty days' written notice by either Government to the other Government.

Accept, Sir, the renewed assurances of my highest consideration.

Cordell Hull

The Honorable
Señor Dr. Don Hector David Castro,
Minister of El Salvador.

The Salvadoran Minister to the Secretary of State

[Translation]

LEGATION OF EL SALVADOR
WASHINGTON

DE–541
A–861

December 2, 1942

Mr. Secretary of State:

I have the honor to refer to Your Excellency's courteous note dated November 24 last, relative to the Memorandum of Under-

standing of October 21, 1942, between the Governments of El Salvador and of the United States of America, which I had the honor to sign with the Honorable Claude R. Wickard, Secretary of Agriculture of the United States of America, on the date mentioned. The Spanish and English texts of the Memorandum of Understanding signed are given below:

[Here follows the bilingual text of the Memorandum].

It gives me pleasure to comply with instructions which I have received from my Government to declare to Your Excellency that the Memorandum of Understanding which is transcribed in the present note is approved in all its parts by the Government of El Salvador.

In view of the fact that Your Excellency's note, mentioned at the beginning of this note, contains the declaration that the Government of the United States of America also approves in all its parts the Memorandum of Understanding under reference, I consider that Your Excellency's note and the present reply complete the necessary approval of that Memorandum, constituting an agreement between our two Governments on the subject, it being understood that this agreement has been in effect since October 21, 1942, and is to continue in force for a period of ten years, unless the Congress of either of the two countries fails to appropriate the funds necessary for its execution, in which case the agreement may be terminated by means of sixty days' notice given by one of the two Governments to the other.

I offer Your Excellency the assurances of my highest consideration.

HECTOR DAVID CASTRO

His Excellency CORDELL HULL,
Secretary of State,
Washington, D. C.

SUPPLEMENTARY AGREEMENT

by Governing Commission, July 1 and 3, 1944

[Translation]

MEMORANDUM OF UNDERSTANDING

The Governing Commission of the cooperative agricultural program undertaken by the Governments of the United States and of

El Salvador, under the agreement approving a Memorandum of Understanding signed on October 21, 1942, by representatives of the two Governments, has agreed on the following points with respect to the establishment of an Agricultural Experiment Station (the *Centro Nacional de Agronomía*) at San Andrés, El Salvador:

1. In order that work already undertaken by technicians of the *Centro Nacional de Agronomía* at San Andrés may be continued and expanded without further loss of time, it is urgent that funds for operations and for certain capital expenses be made available for the last six months of 1944.

2. It is believed that a monthly quota of approximately ₡ 10,000 (ten thousand colones) would be adequate for this period, such funds to be deposited each month into a special account in a local bank. The Salvadoran member of the Commission will make this proposal to his Government in keeping with numbered paragraphs 3 and 4 of the agreement referred to.

3. The Special Fund of the *Centro Nacional de Agronomía* should be divided into two parts, the first of approximately ₡ 3,750 to defray current operating expenses and the second of about ₡ 6,250 to be utilized or accumulated for capital expenses such as the construction of buildings and other permanent improvements at the Station.

4. The Commission will name an American Director for the Station, to be appointed by the United States Department of Agriculture and to act for the Commission, and subject to its directives in all matters pertaining to the Station.

5. The Government of El Salvador will be requested to appoint a Fiscal Agent who, with the Director, will jointly scrutinize and approve all disbursements from the Special Fund. The Government will be requested to propose that the Special Fund be excluded from direct supervision by the Court of Accounts, in the same manner as the Special Fund of the *Servicio Cooperativo Interamericano de Salud Pública.*

6. The Government of El Salvador will be requested to make arrangements for formal delivery of the lands at San Andrés, now owned by *Mejoramiento Social*, S. A., to the *Centro Nacional de Agronomía* upon whatever terms may be considered convenient.

7. The question of the possible amalgamation of the *Centro* with the *Instituto Tecnológico de El Salvador*, in whatever form or to whatever extent advisable, will be considered by the Commission jointly with other interested institutions at such future

time as may be convenient. In the meantime the Commission will continue its efforts to obtain the closest cooperation possible between the *Centro Nacional de Agronomía* and all institutions and individuals working in the same or allied fields.

8. As a means of furthering this cooperation, the Commission will invite the various institutions—and particularly, the Coffee Growers' Association, the Livestock Association, the Mortgage Bank of El Salvador, *Mejoramiento Social*, S. A., the Federation of Rural Credit Cooperatives and the Technological Institute—to name representatives to form an Advisory Council which may meet periodically or at will with the Commission or with the Director of the *Centro Nacional de Agronomía.*

Signed in San Salvador,

July 3, 1944. CARLOS ALBERTO LIEVANO
Member for El Salvador

July 1, 1944. R. E. MOORE
Member for the United States Department of Agriculture.

Public Law 370—79th Congress
Chapter 243—2d Session
S. 1610

AN ACT

For the rehabilitation of the Philippines.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Philippine Rehabilitation Act of 1946".

. . . . . .

TITLE III—RESTORATION AND IMPROVEMENT OF PUBLIC PROPERTY AND ESSENTIAL PUBLIC SERVICES

SEC. 301. As a manifestation of good will to the Filipino people, there are hereby authorized to be appropriated, out of any money

in the Treasury not otherwise appropriated, (1) the sum of $120,000,000, to be allocated from time to time, but not later than the fiscal year 1950, by the President of the United States among the various programs set forth in sections 302, 303, 304, and 305, and (2) such additional sums as may be necessary to carry out the purposes of sections 306 to 311, inclusive.

PUBLIC ROADS

SEC. 302. (a) As recommended in a report based upon an investigation made in the Philippines by the Public Roads Administration of the Federal Works Agency and to the extent that the findings in such report are approved by the President, the Public Roads Administration is authorized, after consultation with the Philippine Government, to plan, design, restore, and build, in accordance with its usual contract procedures, such roads, essential streets, and bridges as may be necessary from the standpoint of the national defense and economic rehabilitation and development of the Philippines.

(b) The Commissioner of Public Roads is authorized, under such regulations as he may adopt, to provide training for not to exceed ten Filipino engineers, to be designated by the President of the Philippines from the regularly employed staff of the Philippine Public Works Department subject to the provisions of section 311 (c), in the construction, maintenance, and highway traffic engineering and control necessary for the continued maintenance and for the efficient and safe operation of highway transport facilities.

PORT AND HARBOR FACILITIES

SEC. 303. (a) As recommended in a report based upon an investigation made in the Philippines by the Corps of Engineers of the United States Army and to the extent that the findings in such report are approved by the President, the Corps of Engineers is authorized, after consultation with the Philippine Government, to carry out a program for the rehabilitation, improvement, and construction of port and harbor facilities in the Philippines, such work to be done by contract, insofar as practicable, under the direction of the Secretary of War and the supervision of the Chief of Engineers, and in accordance with established procedures applicable to river and harbor projects.

(b) The Chief of Engineers of the Army is authorized, under such regulations as he may adopt, to provide training for not to exceed ten Filipino engineers, to be designated by the President of

the Philippines from among the engineer officers of the Philippine Army and the regularly employed staff of the Philippine Public Works Department subject to the provisions of section 311 (c), in the construction, improvement, and maintenance of port facilities and other works of improvements on rivers and harbors.

PUBLIC PROPERTY

SEC. 304. The Philippine War Damage Commission, within the limits of the appropriations allocated to it for carrying out the provisions of this section, is authorized to compensate the Commonwealth of the Philippines (or the Republic of the Philippines), the provincial governments, chartered cities, municipalities, and corporations wholly owned by the Commonwealth of the Philippines (or the Republic of the Philippines), in the Philippines, for physical loss of or damage to public property in the Philippines occurring after December 7, 1941 (Philippine time), and before October 1, 1945, as a result of the perils listed in section 102 (a) hereof, in any case in which compensation for such losses or the rebuilding, repair, or replacement of the lost or damaged property is not provided for by the transfer of surplus property under section 201 hereof, or provided for under the provisions of this title other than this section or otherwise provided for by the United States Government or any department or agency thereof. To the fullest extent practicable, the Commission shall require that any lost or damaged property for which it decides to award compensation under this section shall be rebuilt, replaced, or repaired before payments of money are actually made to claimants under this section. The Commission in its discretion may request the Federal Works Agency or the Corps of Engineers of the United States Army to undertake, after consultation with the Philippine Government, the rebuilding, repair, or replacement of property for which the Commission awards compensation under this section, and, from the funds available for carrying out the provisions of this section, may transfer to such Agency or Corps of Engineers the funds necessary to pay for the work requested. The Federal Works Agency and the Corps of Engineers are authorized to rebuild, repair, or replace property in accordance with any such request of the Commission and to expend the funds so transferred to them for such purpose. The Commission shall have full power to select, and fix the priority of, cases in which compensation will be awarded or property rebuilt, repaired, or

replaced under this section, and to determine the amount of such compensation and the extent to which such property will be rebuilt, repaired, or replaced, taking into account the relative importance of various projects to the reconstruction and rehabilitation of the economy of the Philippines and such other factors as the Commission deems relevant.

PUBLIC HEALTH

SEC. 305. (a) The Public Health Service of the Federal Security Agency is authorized to cooperate with the Government of the Philippines (Republic of the Philippines), and with other appropriate agencies or organizations, in the rehabilitation and development of public health services and facilities throughout the Philippines.

(b) To accomplish such purposes the Public Health Service shall at the earliest practicable time survey the health situation in the Philippines, and is authorized to replace, expand, or install such health services and facilities in the Philippines as are deemed essential to preservation of health, and may assist in the rehabilitation and development of a Philippine quarantine service for prevention of introduction of disease from abroad or from one island to another. The Public Health Service may set up demonstrations and establish training centers in the Philippines; may establish and maintain in the Philippines a school or schools for the purpose of providing practical instruction in public health; and may, at any time prior to January 1, 1948, provide one year of training in appropriate schools or colleges in the United States to not more than one hundred Filipinos, to be designated by the President of the Philippines subject to the provisions of section 311 (c), in public health methods and administration. It may replace equipment and supply reasonably necessary additional equipment, utilizing for this purpose, so far as possible, surplus property, and may recommend to the Commission the repair or construction under the provisions of section 304, at any time prior to July 1, 1950, of buildings deemed essential to the rehabilitation of public health and quarantine functions.

INTER-ISLAND COMMERCE

SEC. 306. (a) In order to restore and improve inter-island commerce in the Philippines, notwithstanding the provisions of any existing law, the United States Maritime Commission is authorized

to charter under such terms and conditions (including nominal rates of charter hire) vessels suitable for operation in the inter-island commerce of the Philippines to individuals, corporations, or cooperatives or other forms of business organizations in the Philippines if the Commission determines that they possess the ability, experience, financial resources, and other qualifications, necessary to enable them to operate and maintain the vessel in the inter-island commerce in the Philippines: *Provided*, That any charter entered into under the authority of this section shall contain a provision requiring that the vessel shall be operated only in the inter-island commerce in the Philippines.

(b) The Chairman, United States Maritime Commission, is hereby authorized to permit not exceeding fifty Filipinos each year prior to July 1, 1950, to be designated by the President of the Philippines subject to the provisions of section 311 (c), to receive instruction in the United States Merchant Marine Cadet Corps and at a United States Merchant Marine Academy. The persons receiving instruction under authority of this section shall receive the same pay, allowances, and emoluments, to be paid from the same appropriations, and, subject to such exceptions as may be determined by the Chairman, United States Maritime Commission, shall be subject to the same rules and regulations governing admission, attendance, discipline, resignation, discharge, dismissal, and graduation, as cadet midshipmen at the Merchant Marine Academy appointed from the United States; but such persons shall not be entitled to appointment to any office or position in the United States merchant marine by reason of their graduation from the Merchant Marine Academy.

INTER-ISLAND AIR NAVIGATION

SEC. 307. (a) The Administrator of Civil Aeronautics of the Department of Commerce is authorized to acquire, establish, operate, and to maintain a system of air-navigation facilities and associated airways communications services in the Philippines for inter-island airways operation and to connect the Philippine airways with international and interoceanic routes.

(b) The Administrator of Civil Aeronautics is authorized, under such regulations as he may adopt, to train not exceeding fifty Filipinos each year prior to July 1, 1950, to be designated by the President of the Philippines subject to the provisions of section 311 (c), in air-traffic control, aircraft communications, maintenance of air-navigation facilities, and such other airman func-

tions as are deemed necessary for the maintenance and operation of aids to air navigation and other services essential to the orderly and safe operation of air traffic.

WEATHER INFORMATION

SEC. 308. (a) The Chief of the Weather Bureau of the Department of Commerce is authorized to establish meteorological facilities in the Philippines as may be required to provide weather information, warnings, and forecasts for general agricultural and commercial activities, including meteorological service for the air routes on which air-navigation facilities are operated by the Civil Aeronautics Administration, and to maintain such meteorological offices until the Philippine Weather Bureau is reestablished and in position to assume responsibility for the service.

(b) The Chief of the Weather Bureau of the Department of Commerce is authorized, under such regulations as he may adopt, to train not to exceed fifty Filipinos in the first year and not to exceed twenty-five Filipinos in each succeeding year prior to July 1, 1950, the trainees to be designated by the President of the Philippines subject to the provisions of section 311 (c), and the training to include meteorological observations, analyses, forecasting, briefing of pilots, and such other meteorological duties as are deemed necessary in maintenance of general weather service, including weather information required for air navigation and the safe operation of air traffic. The training of these employees shall be in addition to and not in lieu of Weather Bureau employees to be trained under current Weather Bureau appropriations.

PHILIPPINE FISHERIES

SEC. 309. (a) The Fish and Wildlife Service of the Department of the Interior is authorized to cooperate with the Government of the Philippines, and with other appropriate agencies or organizations, in the rehabilitation and development of the fishing industry, and in the investigation and conservation of the fishery resources of the Philippines and adjacent waters.

(b) To accomplish such purposes the Fish and Wildlife Service shall conduct oceanographic, biological, fish cultural, technological, engineering, statistical, economic, and market development studies and demonstrations and fishery explorations, and in conjunction therewith may establish and maintain a vocational school or schools of fisheries in the Philippines for the purpose of provid-

ing practical instruction and training in the fisheries; and may, at any time prior to July 1, 1950, provide one year of training to not more than one hundred and twenty-five Filipinos, to be designated by the President of the Philippines subject to the provisions of section 311 (c), in methods of deep-sea fishing and in other techniques necessary to the development of fisheries.

(c) The Fish and Wildlife Service is authorized to acquire, construct, maintain, equip, and operate such research and experimental stations, schools, research and exploratory fishing vessels, or any other facilities in the Philippines that may be necessary to carry out the purposes of this section.

(d) The United States Maritime Commission is authorized, upon recommendation of the Fish and Wildlife Service of the Department of the Interior, to make arrangements for the transfer by sale or charter of small vessels, considered by the United States Maritime Commission to be satisfactory for the purpose, to be used in the establishment and continuance of a fishing industry to be operated in or near the Philippines. Such transfers may be made on such terms and conditions, including transfer for a nominal consideration, as the United States Maritime Commission may approve, but only if, in the opinion of the Fish and Wildlife Service, such small vessels so to be used for Philippine Island fishing are not needed by the fishing industry of the United States, its Territories, and possessions.

COAST AND GEODETIC SURVEYS

SEC. 310. The Coast and Geodetic Survey of the Department of Commerce is authorized to continue, until June 30, 1950, the survey work which was being conducted by it in the Philippines prior to December 7, 1941. The Director of the Coast and Geodetic Survey is authorized to train not exceeding twenty Filipinos each year prior to July 1, 1950, to be designated by the President of the Philippines subject to the provisions of section 311 (c), in order that they may become qualified to take over and continue such survey work on and after July 1, 1950, and to pay all expenses incident to their temporary employment and training.

GENERAL PROVISIONS

SEC. 311. (a) The Government of the Philippines shall provide all lands, easements, and rights-of-way necessary for the execution of the projects herein authorized.

(b) The several bureaus and agencies of the Government authorized by this title to undertake projects in the Philippines are hereby authorized, in the prosecution of such projects, to cooperate with the Government of the Philippines, and to accept contributions of labor, materials, and money from such government and its political subdivisions and to utilize such labor, materials, and money in the prosecution of such projects.

(c) Wherever in this title the training of Filipinos at the expense of the United States Government is authorized, the head of the bureau or agency under whose supervision or control the training is given may establish minimum requirements as to education and experience, provide for competitive examinations, or establish such other standards for qualification for such training as in his judgment may seem necessary and advisable, and under such regulations as may be adopted from time to time may provide for the payment of all expenses incidental to such training, including, but not limited to, actual transportation expenses to and from and in the United States, allowances for tuition, educational fees, and subsistence.

(d) Any Filipino who is designated for training or instruction as provided in this Act may be admitted to the United States for such training or instruction upon certification to the Immigration and Naturalization Service by the head of the bureau or agency under whose supervision the training or instruction is to be given that such entry is necessary in connection with the training or instruction, notwithstanding the provisions of section 8 of the Act of March 24, 1934 (48 Stat. 462; 48 U. S. C. 1238), and notwithstanding any provision of the laws of the United States relating to the immigration, exclusion, or expulsion, except registration and fingerprinting as provided in the Alien Registration Act of 1940 (8 U. S. C. 451, and the following): *Provided*, That such admissions shall be deemed pursuant to section 3 (2) of the Immigration Act of 1924 (43 Stat. 154; 47 Stat. 607; 54 Stat. 711; 8 U. S. C. 203): *Provided further*, That the privilege of entering or remaining in the United States for such purposes shall end within a reasonable time, to be fixed by regulation of the Commissioner of Immigration and Naturalization with the approval of the Attorney General, after termination of the training or instruction: *Provided further*, That the head of the bureau or agency concerned may at any time terminate the training or instruction of any person under this Act if in his judgment the best

interests of either the United States or the Philippines makes such action advisable, and his decision shall be final and conclusive: *Provided further*, That any such Filipino who shall fail to depart from the United States within the reasonable time fixed by regulation, as herein prescribed, shall be subject to being taken into custody and deported, as provided by section 14 of the Immigration Act of 1924 (43 Stat. 162; 8 U. S. C. 214).

(e) Unless otherwise provided by law this title, except the last proviso to subsection (d) of this section, shall expire on June 30, 1950.

. . . . . .

Approved April 30, 1946.

Detail of United States Personnel under Public Law 63

Department or agency	Nature of detail	Country to which detailed	Year
DEPARTMENT OF AGRICULTURE:			
Atherton Lee	Agricultural expert	Haiti	1938
Atherton Lee	Agricultural expert	Ecuador	1939
Thomas A. Fennel	Agricuitural expert	Haiti	1939
Atherton Lee	Agricultural expert	Colombia	1939
Truman W. Cole	Veterinary	Cuba	1941
Arthur G. Kevorkian	Agricultural expert	Ecuador	1941
Francis H. Thurber	Tropical agriculturist	Peru	1941
Benjamin Y. Morrison	Tropical agriculturist	Peru	1941
Brittain B. Robinson	Tropical agriculturist	Peru	1941
Hugh H. Bennett	Soil-conservation expert.	Venezuela	1941
William X. Hull	Soil-conservation expert.	Venezuela	1941
Donald S. Hubbel	Soil-conservation expert.	Venezuela	1941
James E. Caudle	Soil-conservation expert.	Venezuela	1941

Department or agency	Nature of detail	Country to which detailed	Year
DEPARTMENT OF AGRICULTURE—Continued			
Charles A. Bennett	Cotton gin expert	Nicaragua	1943
Charles W. Thornthwaite	Agricultural climatologist.	Mexico	1943
Lawrence W. Witt	Agricultural expert	Colombia	1944
Raymond E. Culbertson	Agricultural expert	Colombia	1944
Henry G. Lewis	Agricultural expert	Colombia	1944
Charles E. Trout	Agricultural expert	Liberia	1944
Walter G. Cadmus, Jr.	Laboratory-construction expert.	Mexico	1944
Walter G. Cadmus, Jr.	Agricultural engineer	Venezuela	1944
Cortes Gilbert Randell	Agricultural expert	Colombia	1945
Milo B. Williams	Agricultural expert	Colombia	1945
Frank H. Knapp	Agricultural expert	Colombia	1945
Charles W. Thornthwaite	Agricultural climatologist.	Mexico	1945
Jason R. Swallen	Agricultural expert	Brazil	1945
Victor R. Berliner	Animal-husbandry expert.	Colombia	1946
John Robert Parker	Agricultural expert	Argentina	1946
Edward C. Johnson	Agricultural expert	Colombia	1946
John Dennett Guthrie	Agricultural expert	Colombia	1946
Charles L. Blackman	Agricultural expert	Colombia	1946
Esther D. Koch	Library expert	Mexico	1947
Theodore C. Green	Soil-conservation expert.	Mexico	1947
J. Dewey Long	Agricultural expert	Colombia	1947
Earle K. Rambo	Agricultural expert	Panama	1947
DEPARTMENT OF COMMERCE:			
Forrest E. Linder	Vital-statistics expert	Uruguay	1939
Calvert L. Dedrick	Statistical expert	Panama	1941
Norman P. Bekkedahl	Rubber expert	Brazil	1942
Charles C. Concannon	Chemical expert	Chile	1943
Carl A. Posey	Airport expert	Costa Rica	1945
Charles C. Concannon	Chemical expert	Peru	1945
Norman P. Bekkedahl	Rubber expert	Brazil	1945
Carl A. Posey	Airport expert	Venezuela	1945
Albert Ernest Bailey	Statistical expert	Colombia	1945
Carl A. Posey	Airport expert	Venezuela	1946
Thomas F. Corcoran	Statistical expert	Paraguay	1946
Thomas E. Lyons	Free-port expert	Panama	1946

Department or agency	Nature of detail	Country to which detailed	Year
DEPARTMENT OF COMMERCE—Continued			
S. Patrick Bergere	Aviation expert	Peru	1947
Merrill Armour	Aviation expert	Peru	1947
Pietro Vigna	Aviation expert	Peru	1947
Leonard N. Morris	Aviation expert	Peru	1947
Frederick P. Dillon	Navigational-aids expert.	Dominican Republic.	1947
OFFICE OF THE COORDINATOR OF INTER-AMERICAN AFFAIRS:			
Bevan Blau Lewis	Railroad expert	Ecuador	1944
FEDERAL RESERVE SYSTEM:			
Martin Krost	Tariff and commercial-policy expert.	Venezuela	1939
FEDERAL SECURITY AGENCY:			
Krause A. Ignacio	Public-health expert	Philippines	1945
William R. Williamson	Social-security expert	Guatemala	1946
William R. Williamson	Social-security expert	Costa Rica	1946
FEDERAL WORKS AGENCY:			
Worth D. Ross	Highway engineer	Colombia	1939
Harry P. Hart	Highway engineer	Ecuador	1939
Frederick H. Walton	Livestock expert	Venezuela	1939
Frederick H. Walton	Meat-refrigeration expert.	Dominican Republic.	1939
W. H. Schwiesow	Highway engineer	Nicaragua	1940
Lloyd U. Foreman	Highway engineer	Nicaragua	1940
Edmond A. McNatt	Highway engineer	Guatemala	1946
Vincent J. Johnkoski	Highway engineer	Ecuador	1946
DEPARTMENT OF THE INTERIOR:			
Milton J. Lindner	Fisheries expert	Mexico	1940
R. H. Fiedler	Fisheries expert	Peru	1941
N. D. Jarvis	Fisheries expert	Peru	1941
Milton J. Lobell	Fisheries expert	Peru	1941
J. Edgar Smyth	Fisheries expert	Mexico	1941
Milton J. Lindner	Fisheries expert	Mexico	1941

Department or agency	Nature of detail	Country to which detailed	Year
DEPARTMENT OF THE INTERIOR—Continued			
John L. Savage	Consulting engineer	Australia [1]	1941
Allan Hulsizer	Rural-education expert.	Haiti	1942
John L. Savage	Consulting engineer	Mexico	1942
Milton J. Lobell	Fisheries expert	Venezuela	1943
Joseph F. Puncochar	Fisheries expert	Venezuela	1943
Walter H. Newhouse	Geological expert	Liberia	1943
Thomas P. Thayer	Geological expert	Liberia	1943
Arthur P. Butler, Jr.	Geological expert	Liberia	1943
Milton J. Lobell	Fisheries expert	Chile	1944
Albert J. Byer	Fisheries expert	Chile	1944
Boris O. Knake	Fisheries expert	Chile	1944
James R. Westman	Fisheries expert	Chile	1944
Albert L. Toenges	Coal expert	Chile	1944
Leon W. Kelly	Coal expert	Chile	1944
Thomas Fraser	Coal expert	Peru	1945
Revoe C. Briggs	Hydrologist	Venezuela	1945
James F. McAllister	Geological expert	Chile	1945
Vincent E. Shainin	Geological expert	Chile	1945
S. Spencer Nye	Geological expert	Chile	1945
George B. Saunders	Fish and wildlife expert.	Guatemala	1946
Robert R. Miller	Fish and wildlife expert.	Guatemala	1946
Ancil D. Holloway	Fish and wildlife expert.	Guatemala	1946
George C. Taylor, Jr.	Geological expert	Chile	1946
Americo R. Peracca	Hydrologist	Venezuela	1946
Albert W. Newcomer	Irrigation expert	Venezuela	1946
Ancil D. Holloway	Fish and wildlife expert.	Guatemala	1947
Charles Overton Handley, Jr.	Fish and wildlife expert.	Guatemala	1947
George B. Saunders	Fish and wildlife expert.	Guatemala	1947
Robert R. Miller	Fish and wildlife expert.	Guatemala	1947
George A. Fleming	Hydrologist	El Salvador	1947
INTERSTATE COMMERCE COMMISSION:			
Francis B. Thorne	Library expert	Brazil	1945

[1] See footnote p. 52.

Department or agency	Nature of detail	Country to which detailed	Year
DEPARTMENT OF JUSTICE:			
Leigh L. Nettleton	Immigration expert	Dominican Republic.	1938
Albert E. Reitzel	Immigration expert	Dominican Republic.	1938
I. F. Wixon	Immigration expert	Philippines	1938
Edgar K. Thompson	Police instructor	Brazil	1939
Edgar K. Thompson	Police instructor	Colombia	1939
Howard B. Gill	Prison expert	Panama	1942
LIBRARY OF CONGRESS:			
Annita M. Ker	Librarian	Venezuela	1939
Margaret J. Bates	Librarian	Brazil	1941
Anne V. Gard	Librarian	Venezuela	1946
DEPARTMENT OF LABOR:			
Rose Alvernaz	Child-welfare expert	Brazil	1945
Sidney W. Wilcox	Statistical expert	Panama	1945
OFFICE OF PRICE ADMINISTRATION:			
David W. Goodnough	Tire-rationing expert	Dominican Republic.	1945
DEPARTMENT OF STATE:			
Julian F. Harrington	Immigration expert	Dominican Republic.	1938
George L. Brandt	Immigration expert	Philippines	1938
Charles L. Luedtke	Agricultural expert	Ecuador	1939
Charles L. Luedtke	Agricultural expert	Colombia	1939
Richard P. Butrick	Foreign-affairs expert	Philippines	1946
Herbert S. Marks	Electric-power expert	Mexico	1946
TARIFF COMMISSION:			
Harold D. Gresham	Customs expert	Paraguay	1939
A. Manuel Fox	Tariff and commercial-policy expert.	Venezuela	1939
Harold V. Fay	Tariff and commercial-policy expert.	Venezuela	1939
TENNESSEE VALLEY AUTHORITY:			
Julius A. Krug	Electrical expert	Costa Rica	1940
Oren Reed	Electrical expert	Brazil	1946

Department or agency	Nature of detail	Country to which detailed	Year
DEPARTMENT OF THE TREASURY:			
Allan L. Lundberg	Coast Guard patrol-boat operator.	Nicaragua	1938
Ellis W. Manning	Tax expert	Colombia	1939
Harold Glasser	Financial expert	Ecuador	1940
Joseph B. Friedman	Financial expert	Ecuador	1942
WAR DEPARTMENT:			
Byram W. Steele	Consulting engineer	Venezuela	1946
Virgil L. Minear	Consulting engineer	Venezuela	1947
Frank P. Fifer	Engineering expert	Venezuela	1947
Robert E. Hickson	Engineering expert	Venezuela	1947
Paul M. Snell	Engineering expert	Venezuela	1947
Frank P. Fifer	Consulting engineer	Venezuela	1947
Paul M. Snell	Consulting engineer	Venezuela	1947
Robert E. Hickson	Consulting engineer	Venezuela	1947
Martin A. Mason	Consulting engineer	Venezuela	1947
Gail A. Hathaway	Hydrologist	Venezuela	1947

Summary by Countries of Interdepartmental Committee Programs, July 1946–June 1947

ARGENTINA

Magnetic and seismological consultation: Experts in geomagnetism and seismology consulted with Argentine officials, giving demonstrations and instruction in the use of American methods, materials, and equipment.

Cultural centers: There are three cultural centers in Argentina to the work of which the United States contributed in various ways:

Instituto Cultural Argentino-Norteamericano,
Maipu 688,
Buenos Aires.

Instituto de Intercambio Cultural Argentino-Norteamericano,
Caseros 51, U. T. 8026,
Córdoba.

Asociación Rosarina de Intercambio Cultural Argentino-Norteamericano,
Casilla de Correo No. 60,
Rosario.

Training in U. S. Government agencies: A total of 14 Argentine nationals received training in U. S. Government agencies during the fiscal year 1947. Their fields of study were as follows: various branches of agricultural science (3); agricultural census statistics (1); public administration (1); various phases of aviation (5); laboratory standardization (1); maternal and child health (1); public health (1); fishery and wildlife management (1). Two men received industrial training.

Students: A total of 32 Argentine students received travel and/or maintenance grants to study in American universities and institutions.

Professors: One American professor visited Argentina for four months during the year 1947 to deliver lectures on obstetrics at various medical schools.

Specialists: Six Argentine specialists, whose fields of interest included law (1), fine arts (1), journalism (2), and library science (2), were awarded grants for visits to the United States.

BOLIVIA

Agriculture: Cooperative work, chiefly in agricultural extension, animal husbandry, and forestry, was carried on at experiment stations located near Cochabamba and Lake Titicaca.

Magnetic consultation: A geomagnetic expert collected data and consulted with Bolivian officials.

Vital statistics: Expert consultants provided assistance in organizing methods of collecting and tabulating vital-statistics data, in preparation for the 1950 Census of the Americas.

Fishery development: Preliminary work leading to a survey of fishery resources was completed.

Mining and metallurgy: Cooperative investigations leading toward improvement of recovery processes for tin and tungsten were inaugurated.

Cultural center: The United States contributed in various ways to the work of:

Centro Boliviano-Americano,
Avenida Mariscal Santa Cruz,
La Paz.

Training in U. S. Government agencies: A total of 23 Bolivian nationals received training in U. S. Government agencies during the fiscal year 1947. Their fields of study were as follows: various branches of agricultural science (5); agricultural census statistics (1); public administration (1); census procedures (1); various phases of aviation (7); geodesy (1); meteorology (1); maternal and child health (2); public health (2); vital statistics (1); labor statistics (1). One man received industrial training.

Students: Nine Bolivian students were awarded travel and/or maintenance grants to study in American universities and institutions. An additional two students received grants under the terms of the Buenos Aires convention.

Teachers: Two Bolivian teachers received grants for study in the United States.

Professors: One American professor visited Bolivia for four months during the fiscal year 1947 to lecture on dentistry.

Specialists: Three Bolivian specialists, whose fields of interest included law (1) and library science (2), received grants to visit the United States.

BRAZIL

Agriculture: A preliminary survey, which will lead to the inauguration of a cooperative program in 1949, was completed.

Rubber: Developmental work in the cultivation of blight-resistant natural rubber was carried on in cooperation with the Instituto Agronômico dô Norte at Belém.

Civil aviation: A mission of American experts cooperated in the instruction of numerous flight-training supervisors.

Magnetic consultation: A geomagnetic expert collected data and consulted with Brazilian officials.

Maternal and child health: Child-welfare consultants, assigned to Brazil and to other countries, divided their time between giving

advisory service on special programs for children and assisting in staff-training in schools of social service. Also, an American nutrition consultant visited local authorities.

Vital statistics: A project of assisting in organizing methods of collecting and tabulating data, in preparation for the 1950 Census of the Americas, was completed in fiscal 1947.

Mineral investigations: Cooperative work on iron, barite, and magnesite stratigraphy was accomplished. Continuous work on the mapping of high-grade iron ore deposits was in progress.

Mining and metallurgy: Cooperative activity has continued since 1945 in the conduct of technical investigations of scheelite, lead, zinc, mica, and beryl.

Library science: Through the detail of an American librarian, the National Library of Brazil was assisted in reorganizing its collection.

Social anthropology: Advanced training was given to several students by Institute of Social Anthropology field personnel. Field work was carried on among the Indians of Mato Grosso.

Cultural centers: The following centers were aided in their work in various ways by the United States Government:

Associacão Cultural Brasil - Estados Unidos,
Rua São Raimundo, 24,
Bahia.

Centro Cultural Inter-Americano (and one branch),
Edificio Moreira Garcez, Andar, 7,
Avenida João Pessoa 103,
Curitiba.

Instituto Brasil - Estados Unidos,
Rua Arcipreste Paiva, n. 2,
Florianópolis.

Instituto Brasil - Estados Unidos,
Rua General Sampaio, 1462,
Fortaleza.

Instituto Cultural Brasileiro - Norteamericano,
Rua dos Andrados, 1332,
Porto Alegre.

Instituto Brasil - Estados Unidos,
Rua Mexico, 90—7° Andar,
Rio de Janeiro.

Centro Cultural Brasil - Estados Unidos,
Rua Galeão Carvalhal, N. 13,
Santos.

União Cultural Brasil - Estados Unidos (and 2 branches),
Rua Santo Antonio, 487,
São Paulo.

Training in U. S. Government Agencies: A total of 31 Brazilian nationals received training in U. S. Government agencies during the fiscal year 1947, working in the following fields: various branches of agricultural science (16); national-income statistics (1); laboratory standardization (1); meteorology (2); public health (2); fishery and wildlife management (2); geology (1); industrial safety (1); maternal and child health (5). Six men received industrial training.

Students: Fifty-five Brazilian students were awarded travel and/or maintenance grants to study in American universities and institutions. An additional two students received grants under the terms of the Buenos Aires convention.

Teachers: Five Brazilian teachers received grants for study in the United States.

Professors: Seven American professors received grants enabling them to serve as visiting lecturers in Brazil for periods of up to one year. Their fields of interest included American literature (1), economics (2), geology (1), mathematics (2), and psychology (1). Two Brazilian professors served as visiting lecturers in Brazilian literature and music in American universities.

Specialists: Nine Brazilian specialists received grants to visit the United States during the fiscal year 1947. Their fields included agriculture (1), child health (1), education (2), journalism (1), and library science (4).

CHILE

Magnetic and tidal investigations: An expert in geomagnetism collected data and consulted with Chilean officials, and an American technician visited Chile in connection with the tide measurement stations established there.

Labor-law administration: A specialist in administration of laws affecting employed women visited Chile for consultation with appropriate officials.

Cultural centers: The United States contributed in various ways to the work of:

Instituto Chileno-Norteamericano de Cultura,
Concepción.

Instituto Chileno-Norteamericano de Cultura, Santiago.

Instituto Chileno-Norteamericano de Cultura, Valparaiso.

Training in U.S. Government agencies: A total of 40 Chilean nationals received training in U.S. Government agencies during the fiscal year 1947, working in the following fields: various branches of agricultural science (6); census procedures (1); various phases of aviation (11); geodesy (7); laboratory standardization (1); social security (6); maternal and child health (2); public health (2); geology (2); industrial safety (1); women's labor laws (1). Five men received industrial training.

Students: Twenty-one Chilean students received travel and/or training grants to study in American universities and institutions. An additional two students received grants under the terms of the Buenos Aires convention.

Teachers: Two Chilean teachers received grants for study in the United States.

Specialists: Six Chilean specialists were awarded grants to visit the United States during 1946–47. Their fields of interest included aviation medicine (1), civil aviation (2), census statistics (1), dentistry (1), and library science (1).

COLOMBIA

Agriculture: Cooperative work, chiefly in the development and extension of complementary crops, was carried on at an experiment station located in the Atrato valley.

Rubber: Work in the development and extension of blight-resistant natural rubber was carried on at Turbo.

Seismologic and tidal investigations: A seismologist consulted with Colombian officials, giving demonstrations and instruction in use of American methods and equipment, and an American technician visited Colombia in connection with the tide measurement stations established there.

National income: A consultant on collection and analysis of national-income data visited Colombia during the fiscal year 1947.

Railroad maintenance: An American consultant assisted in training Colombian nationals in railroad-shop maintenance techniques.

Vital statistics: Expert consultants provided assistance in organizing methods of collecting and tabulating vital-statistics data, in preparation for the 1950 Census of the Americas.

Social anthropology: Advanced field training was given to several students, field work being carried on among the Quimbaya Indians.

Cultural centers: The United States contributed in various ways to the work of:

Centro Colombo-Americano,
Calle 22, Numero 5–98,
Bogotá.

Centro Colombo-Americano de Medellín,
Calle Colombia, Numero 43–6,
Medellín.

Training in U.S. Government agencies: A total of 29 Colombian nationals received training in U.S. Government agencies during the fiscal year 1947. Their fields of study were as follows: various branches of agricultural science (9); census procedures (2); various phases of aviation (6); geodesy (1); national-income statistics (1); laboratory standardization (4); meteorology (1); public health (4); archival science (1). Four men received industrial training.

Students: Seventeen Colombian students received travel and/or maintenance grants to study in American universities and institutions. An additional two students received grants under the terms of the Buenos Aires convention.

Teachers: Four Colombian teachers received grants for study in the United States.

Professors: Three American professors received grants to serve as visiting lecturers in Colombian institutions. Their fields of interest were American history, botany, and American literature.

Specialists: Three Colombian specialists, whose fields of interest included education (1) and library science (2), were assisted by grants to visit the United States.

COSTA RICA

Rubber: Work on the development and extension of blight-resistant natural rubber centered around Guapiles and Turrialba.

Seismologic and tidal investigations: A seismologist consulted with Costa Rican officials, giving demonstrations and instruction in use of American methods and equipment, and an American technician visited Costa Rica in connection with the tide measurement stations established there.

Cultural center: The United States contributed in various ways to the work of:

Centro Cultural Costarricense-Americano,
Casa 539 Avenida Central,
Apartado 1489,
San José.

Training in U.S. Government agencies: A total of 12 Costa Rican nationals received training in U.S. Government agencies during the fiscal year 1947, working in the following fields: various branches of agricultural science (3); census procedures (1); various phases of aviation (4); national-income statistics (1); industrial safety (1); labor aspects of 1950 census (1); tariff administration (1). One man received industrial training.

Students: Thirteen Costa Rican students received travel and/or maintenance grants to study in American universities and institutions. In addition, two students received grants under the terms of the Buenos Aires convention.

Specialists: Two Costa Rican specialists, one in library science and one in music, were awarded grants to visit the United States. Similarly, two American specialists, whose fields were agricultural credit and marine biology, visited Costa Rica.

CUBA

Agriculture: Research on development and production of kenaf, a fiber, was carried on at an experiment station in Santiago de las Vegas.

Tidal investigations: A technician visited Cuba to assist in the establishment of a tide measurement station.

Radiosonde: A technician visited Cuba and materials were supplied in connection with the operation of a radiosonde station at Habana.

Vital statistics: Expert consultants provided assistance in organizing methods of collecting and tabulating data, in preparation for the 1950 Census of the Americas.

Mineral investigations: Cooperative work on the investigation of manganese, chromite, and nickel deposits was accomplished.

Labor census: A technician visited for consultation on labor aspects of the 1950 Census of the Americas.

Cultural center: The United States contributed in various ways to the work of:

Instituto Cultural Cubano-Norteamericano,
Paseo de Marti 112,
Habana.

Training in U.S. Government agencies: A total of 11 Cuban nationals received training in U.S. Government agencies during the year 1946–47, in the following fields: census procedures (2); various phases of aviation (3); telecommunications (1); educational methods (1); vital statistics (1); map and chart production (1); women's labor laws (1); tariff administration (1). One man received industrial training.

Students: Nine Cuban students received travel and/or maintenance grants to study in American universities and institutions.

Teachers: One Cuban teacher received a grant to study in the United States.

Professors: Four American professors received grants to serve as visiting lecturers in Cuban universities and institutions, in the fields of physics, modern languages, English phonetics, and American literature.

Specialists: Three Cuban specialists were awarded grants to visit the United States during the fiscal year 1947. Their fields included library science and chemistry.

DOMINICAN REPUBLIC

Rubber: Work on the development and extension of blight-resistant natural rubber is centered around Piedra Blanca.

Seismology: Three experts visited for consultations on technical matters pertaining to earthquakes, the entire expense of the mission being borne by the Dominican Republic.

Vital statistics: A project of assisting in organizing methods of collecting and tabulating data, in preparation for the 1950 Census of the Americas, was carried forward in the fiscal year 1947.

Cultural center: The United States contributed in various ways to the work of:

Instituto Cultural Dominico-Norteamericano,
Calle Mercedes, No. 155,
Ciudad Trujillo.

Training in U.S. Government agencies: A Dominican national received training in agriculture during the year 1946–47, and another in industrial techniques under shop conditions.

Students: Five Dominican students received travel and/or maintenance grants to study in American universities and institutions. An additional two students received grants under the terms of the Buenos Aires convention.

Specialists: Two Dominican specialists, with fields of interest in library science and museum administration, were awarded grants to visit the United States in the fiscal year 1947.

ECUADOR

Agriculture: Cooperative research, principally in cacao, was carried on at the experiment station, Hacienda Pichilingue, located about 125 miles from Guayaquil.

1950 Census: American experts served as consultants on technical procedures in preparation for the 1950 Census of the Americas.

Magnetic and seismological consultation: Experts in geomagnetism and seismology consulted with Ecuadoran officials, giving demonstrations and instructions in the use of American methods, materials, and equipment.

Maternal and child health: A consultant in maternal and child-health services advised the Ecuadoran Government with respect to reorganization of the National Maternal and Child Health Service. Child-welfare consultants, assigned to Ecuador and to other countries, divided their time between giving advisory service on special programs for children and assisting in staff-training in schools of social service. Also, a nurse-midwife conferred with local authorities.

Cultural center: The United States contributed in various ways to the work of:

Centro Ecuatoriano-Norteamericano,
Avenida Garcia Moreno y Marsabi, 1448,
Quito.

Training in U.S. Government agencies: A total of 19 Ecuadoran nationals received training in U.S. Government agencies during the fiscal year 1947, in the following fields: various branches of agricultural science (6); agricultural census statistics (1); technical census procedures (3); various phases of aviation (2); geodesy (4); maternal and child health (1); geology (1); tariff administration (1). An additional four men received industrial training.

Students: A total of 18 Ecuadoran students received travel and/or maintenance grants to study in American universities and institutions.

Teachers: One Ecuadoran teacher received a grant for study in the United States.

Professors: One American professor received a grant to serve as visiting lecturer on American history at the cultural center in Quito.

Specialists: Two Ecuadoran specialists, an architect and a librarian, received grants to visit the United States.

EL SALVADOR

Agriculture: Cooperative research in coffee, plant diseases, soils, forage crops, agricultural engineering, and animal husbandry, was carried on in the experiment station at Santa Tecla.

Training in U.S. Government agencies: A total of five Salvadoran nationals received training in U.S. Government agencies during the fiscal year 1947. Their fields of study were as follows: geodesy (2); public health (1); vital statistics (1); tariff administration (1).

Students: One Salvadoran student received a grant to study in an American university during 1946–47.

Specialists: A Salvadoran librarian received a grant to attend the Assembly of Librarians in the United States.

GUATEMALA

Agriculture: Research on miscellaneous crops, plant diseases, and agricultural extension was carried on at experiment stations near Chocola and Guatemala City.

Rubber: Work on development and extension of blight-resistant natural rubber was carried on at Cuyotenango.

Agricultural statistics: American experts served as consultants on agricultural aspects of the 1950 Census of the Americas.

Seismology: An American seismologist consulted with Guatemalan officials, giving demonstrations and instruction in the use of American methods, materials, and equipment.

Maternal and child welfare: A nutrition consultant cooperated with national authorities, and a simple manual for the use of doctors and nurses was prepared; a series of lectures and conferences was also given to professional groups.

Vital statistics: Expert consultants provided assistance in organizing methods of collecting and tabulating vital-statistics data, in preparation for the 1950 Census of the Americas.

Fishery resources: An investigation of fishery resources, started in 1946, was completed during the fiscal year 1947. Excellent information was obtained and a comprehensive report is in preparation.

Cultural center: The United States contributed in various ways to the work of:

Instituto Guatemalteco-Americano,
5a Calle Poniente No. 7,
Guatemala.

Training in U. S. Government agencies: A total of nine Guatemalan nationals received training in U. S. Government agencies during the fiscal year 1947, in the following fields: agriculture (1); public administration (1); various phases of aviation (3); census procedures (3); public health (1). Three men received industrial training.

Students: Eight Guatemalan students were enabled by travel and/or maintenance grants to study in American universities and institutions. In addition, two students received grants under the terms of the Buenos Aires convention.

Professors: An American professor received a grant to serve for one year as visiting lecturer in English at the National University of San Carlos.

Specialists: Four Guatemalan specialists, with fields of interest in library science (2) and agriculture (2), were awarded grants to visit the United States. An American professor of anthropology and sociology visited Guatemala to make a survey of native languages.

HAITI

Rubber: Work on the development and extension of blight-resistant natural rubber was carried on at an experiment station near Marfranc.

Vital statistics: A consultant provided assistance in organizing vital-statistics data in preparation for the 1950 Census of the Americas.

Cultural center: The United States contributed in various ways to the work of:

Institut Haitiano-Américain,
Port-au-Prince.

Training in U.S. Government agencies: A total of eight Haitian nationals received training in U. S. Government agencies during the fiscal year 1947, in the following fields: various branches of agricultural science (4); public administration (1); census procedures (1); public health (1); labor statistics (1). Two men received industrial training.

Students: Eight Haitian students were awarded travel and/or maintenance grants to study in American universities and institutions. In addition, two students received grants under the terms of the Buenos Aires convention.

Teachers: Three Haitian teachers received grants to study in the United States.

Specialists: Two Haitian specialists, a librarian and an educator, received grants to visit the United States during the year 1946–47.

HONDURAS

Rubber: An American expert consulted with Honduran technicians on research in propagation of blight-resistant natural rubber at Lancetilla Farm, Tela.

Cultural center: The United States contributed in various ways to the work of:

Instituto Hondureño de Cultura Interamericano,
Apartado Postal No. 87,
Tegucigalpa.

Training in U.S. Government agencies: A total of four Honduran nationals received training in U.S. Government agencies

during the fiscal year 1947, in the following fields: agricultural census statistics (1); census procedures (2); public health (1). Two men received industrial training.

Students: Three Honduran students were assisted through travel and/or maintenance grants to study in American universities and institutions. In addition, two students received grants under the terms of the Buenos Aires convention.

Teachers: Two Honduran teachers received grants to visit the United States.

Professors: One American professor received a grant to serve as visiting lecturer in ceramics at the Escuela Nacional de Bellas Artes, Tegucigalpa.

Specialists: One Honduran specialist received a grant to visit the United States for consultation with officials of the Department of Agriculture.

MEXICO

Rubber: Work in the development and extension of blight-resistant natural rubber was carried on at Tezonapa, Veracruz.

Civil Aviation: A mission of American experts cooperated in the instruction of numerous flight-training supervisors.

Tidal investigations: Two new tidal measurement stations were established in Coatzacoalcos, Veracruz, and Progreso, Yucatán, in addition to the previously established station in Tampico.

Radiosonde: American technicians were stationed in Mexico and materials were supplied in connection with the operation of radiosonde stations located at Tacubaya, D. F.; Ciudad Victoria, Tamaulipas; Mazatlán, Sinaloa; Mérida, Yucatán.

Maternal and child health: Nurse-midwives served in Mexico during the fiscal year 1947, placing special emphasis on staff training.

Fishery mission: General technical assistance was given to the Dirección General de Pesca e Industrias Conexas. A marine fishery laboratory was established at Guaymas, Sonora. General technical surveys were conducted in the states of Sonora, Sinaloa, Nayarit, Colima, Oaxaca, Chiapas, Veracruz, Campeche, and Quintana Roo. The mission continued to conduct a regular trout-stocking policy in numerous states, and a warm-water program was initiated on a substantial basis with the introduction into several localities of bluegill and red-eared sunfish.

Mineral investigations: Cooperative work on the investigation of copper, manganese, coal, antimony, and phosphates was accomplished, as well as a study of the Paricutin volcano.

Mining and metallurgy: A comprehensive survey was conducted to determine the type of American-Mexican cooperative activity that might be feasible. A program was developed involving cooperative investigations of such critical materials as lead, zinc, tin, mercury, and antimony.

Labor census: A technician visited for consultation on labor aspects of the 1950 Census of the Americas.

Social anthropology: Advanced training was given to several students by Institute of Social Anthropology field personnel; field work was carried on among the Totonac Indians of Veracruz.

Cultural center: The United States contributed in various ways to the work of:

Instituto Mexicano Norteamericano de Relaciones Culturales,
Av. Yucatán 63,
México, D. F.

U. S. Library:

Biblioteca Benjamin Franklin,
Paseo de la Reforma 34,
México, D. F.

Training in U.S. Government agencies: A total of 47 Mexican nationals received training in U.S. Government agencies during the fiscal year 1947, in the following fields: various branches of agricultural science (4); public administration (4); census procedures (1); various phases of aviation (15); geodesy (8); national-income statistics (1); laboratory standardization (1); meteorology (2); social security (1); maternal and child health (1); public health (2); geology (3); mining and metallurgy (1); industrial safety (1); labor census statistics (1); women's labor laws (1). Four men received industrial training.

Students: A total of 20 Mexican students received travel and/or maintenance grants to study in American universities and institutions. In addition, two students received grants under the terms of the Buenos Aires convention.

Professors: Two American professors, one in the field of archeology and one in American literature, received grants to serve as visiting lecturers in Mexico, and one Mexican professor, a specialist in Latin American literature, received a grant to visit the

United States. Also, through a grant-in-aid to the Texas State College for Women, seven American professors and instructors were sent to serve on the faculty of the summer school at Saltillo, Coahuila.

Specialists: Five Mexican specialists with fields of interest in journalism (1), library science (2), anthropology (1), and budget administration (1), were enabled by grants to visit the United States.

NICARAGUA

Agriculture: Research on oil palm, cacao, abacá, vanilla, ginger, tropical forestry, and subsistence and cover crops was carried on at the cooperative experiment station located about 65 miles from Bluefields.

Cultural center: The United States contributed in various ways to the work of:

American Institute of English,
Biblioteca Americana,
308 Calle Caudelaria,
Managua.

U.S. Library:

Biblioteca Americana,
308 Calle Caudelaria,
Managua.

Training in U.S. Government agencies: A total of three Nicaraguan nationals received training in U.S. Government agencies during the fiscal year 1947, in the following fields: census procedures (1); public health (1); vital statistics (1). In addition, two men received industrial training.

Students: Eleven Nicaraguan students were assisted by travel and/or maintenance grants to study in American universities and institutions. Two additional students received grants under the terms of the Buenos Aires convention.

Teachers: One Nicaraguan teacher received a grant to study in the United States.

Specialists: Three Nicaraguan specialists, with fields of interest in surgery (1) and library science (2), received grants to visit the United States.

PANAMA

Agriculture: American experts were detailed to Panama during the fiscal year 1947 to make a survey of forest resources and to assist in agricultural training.

Rubber: A consultant visited Panama to discuss work which has been going on in the development and extension of blight-resistant natural rubber.

Vital statistics: A consultant gave technical assistance in the collection and tabulation of vital-statistics data.

Petroleum investigations: Stratigraphic studies were initiated.

Labor census: A technician visited for consultation on labor aspects of the 1950 Census of the Americas.

Training in U. S. Government agencies: A total of 12 Panamanian nationals received training in U. S. Government agencies in the following fields: various phases of agricultural science (2); census procedures (1); various phases of aviation (3); social security (2); public health (3); labor statistics (1). Six men received industrial training.

Students: Five Panamanian students were awarded maintenance and/or travel grants to study in American universities and institutions. In addition, two students received grants under the terms of the Buenos Aires convention.

Specialists: Two Panamanian specialists, with fields of interest in immigration procedures and library science, received grants to visit the United States.

PARAGUAY

1950 Census: An American expert served as consultant on technical procedures in preparation for the 1950 Census of the Americas.

Vital statistics: American consultants aided in organizing methods of collecting and tabulating vital-statistics data, in preparation for the 1950 Census of the Americas.

Cultural center: The United States contributes in various ways to the work of:

Centro Cultural Paraguayo-Americano,
Mariscal Estigarribia 360,
Asunción.

Training in U.S. Government agencies: A total of six Paraguayan nationals received training in U.S. Government agencies, in the following fields: aviation industry (1); geodesy (1); national income (1); maternal and child health (1); public health (1); labor statistics (1). Two men received industrial training.

Students: Seven Paraguayan students were awarded travel and/or maintenance grants to study in American universities and institutions. An additional two students received grants under the terms of the Buenos Aires convention.

Teachers: Three Paraguayan teachers received grants to study in the United States.

Specialists: Two Paraguayan specialists, a newspaper publisher and a librarian, received grants to visit the United States.

PERU

Agriculture: Research on cinchona, insecticides, animal husbandry, forage and food crops, tea, soils, plant diseases, etc., was carried on at the experiment station at Tingo Maria.

Rubber: Work was carried on at Tingo Maria on the development and extension of blight-resistant natural rubber.

Civil aviation: American technical consultants gave advice on technical aviation problems.

Magnetic and seismological investigations: Experts in geomagnetism and seismology consulted with Peruvian officials, giving demonstrations and instruction in the use of American methods, materials, and equipment.

Maternal and child health and welfare: A child-welfare consultant assigned to Peru served as an adviser on the development of special programs for children in cooperation with national agencies and gave assistance in staff training in social-service schools.

Mineral investigations: Investigations of lead and zinc deposits were inaugurated in the Macate district of Ancash.

Social anthropology: Advanced training was given to several students by Institute of Social Anthropology field personnel. Field work was carried on among the mestizo Indians of the Virú valley.

Cultural center: The United States contributes in various ways to the work of:

Instituto Cultural Peruano-Norteamericano,
Ayacucho 113,
Apartado 304,
Lima.

Training in U.S. Government agencies: A total of 30 Peruvian nationals received training in U.S. Government agencies during the fiscal year 1947, in the following fields: various branches of agricultural science (3); public administration (4); census procedures (2); various phases of aviation (11); geodesy (1); international trade (1); meteorology (1); maternal and child health (2); fishery and wildlife management (2); labor aspects of 1950 census (1); women's labor laws (1); library science (1). One man received industrial training.

Students: Sixteen Peruvian students were awarded maintenance and/or travel grants to attend American universities and institutions. An additional two students received grants under the terms of the Buenos Aires convention.

Teachers: Four Peruvian teachers received grants to study in the United States.

Professors: Two American professors received grants to serve as visiting lecturers (in American history and social geography) at Peruvian universities.

Specialists: Two Peruvian specialists, with fields of interest in library science and chemistry, received grants to visit the United States during the fiscal year 1947.

URUGUAY

Magnetic and seismological investigations: Experts in geomagnetism and seismology consulted with Uruguayan officials, giving demonstrations and instruction in the use of American methods, materials, and equipment.

U.S. Library:

Biblioteca Artigas-Washington,
Avenida 18 de Julio 1457 bis,
Montevideo.

Training in U.S. Government agencies: A total of 16 Uruguayan nationals received training in U.S. Government agencies in the following fields: various branches of agriculture (3); census procedures (2); aviation (1); geodesy (2); international trade (1);

social security (1); maternal and child health (2); public health (1); fishery and wildlife management (1); labor statistics (1); archival science (1). Three men received industrial training.

Students: Eleven Uruguayan students were awarded maintenance and/or travel grants to attend American institutions and universities.

Teachers: One Uruguayan teacher received a grant to study in the United States.

Professors: One American professor received a grant to serve as visiting lecturer in animal husbandry in various Uruguayan institutions.

Specialists: Two Uruguayan specialists (education, statistics) received grants to visit the United States during the fiscal year 1947. An American labor-safety expert directed an industrial safety program in various Uruguayan firms.

VENEZUELA

Seismological investigations: A seismologic expert consulted with Venezuelan officials, giving demonstrations and instruction in the use of American methods, materials, and equipment.

National-income investigations: A program of national-income research was established under a competent staff organized and trained by an American consultant.

Fishery resources: Arrangements were made to detail a fishery biologist to Venezuela during the fiscal year 1948.

Library science: An expert consultant in library science was detailed to Venezuela.

Cultural center: The United States contributed in various ways to the work of:

Centro Venezolano-Americano,
Oeste 8, No. 36,
Apartado 733,
Caracas.

Training in U.S. Government agencies: A total of 16 Venezuelan nationals received training in U.S. Government agencies during the fiscal year 1947, in the following fields: various branches of agricultural science (3); census procedures (2); civil aviation (1); geodesy (2); international trade (1); social security (1); maternal and child health (2); public health (1); fishery and wild-

life management (1); labor statistics (1); archival science (1). Three men received industrial training.

Students: Eleven Venezuelan students were awarded maintenance and/or travel grants to attend American universities and institutions.

Teachers: One Venezuelan teacher received a grant to study in the United States.

Professors: One American professor received a grant to serve as visiting professor of geology at the Central University, Caracas.

Specialists: Three Venezuelan specialists, with fields of interest in journalism, library science, and highway construction, received grants to visit the United States.

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Conference Series 99. Publication 2827. 1947. 81 pp. 25¢.

Activities of Interdepartmental Committee on Scientific and Cultural Cooperation, June 30, 1946
Inter-American Series 31. Publication 2622. 1946. 45 pp. 15¢.

Cultural Centers in the Other American Republics
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